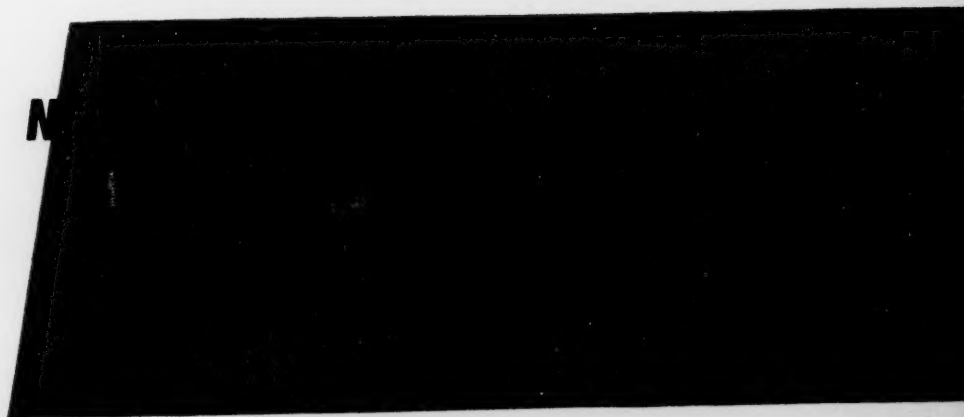




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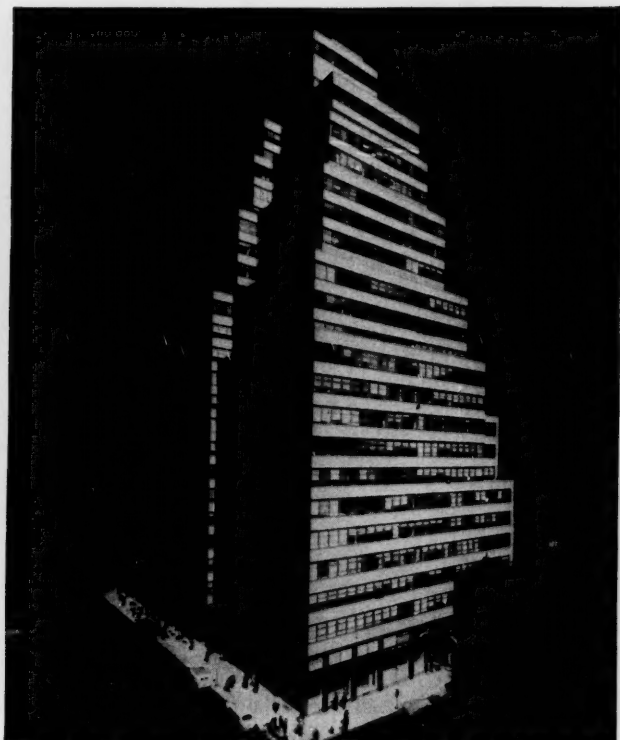
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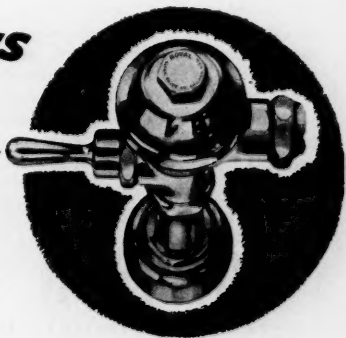
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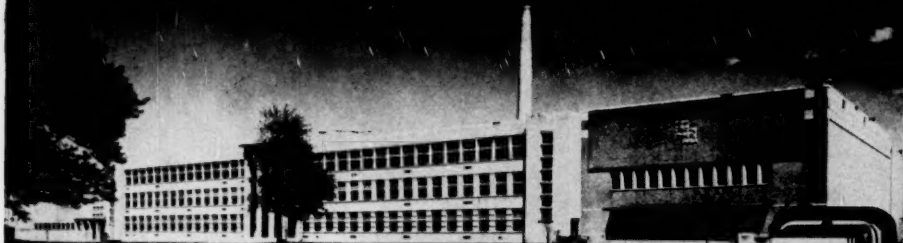
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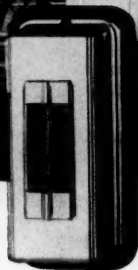
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AMONG THE AUTHORS

"Little Town Can Do It Better" says **ERRETT HUMMEL**, and his article on page 42 tells why. Dr. Hummel is administrative assistant to the dean and assistant professor of education in the Oregon State System of Higher Education. From 1933 to 1943 he moved up the school administration escalator—high school teacher, coach, small school principal, and small consolidated district superintendent. Then, after three years in the navy, he was named high school principal at Nyssa, Ore., superintendent of schools at Burns, Ore., and research fellow in the president's office, University of Oregon.



Errett Hummel



A. I. Oliver Jr.

A specialist in curriculum work, **ALBERT I. OLIVER JR.**, offers on page 44 some suggestions concerning administrative problems in the education of the gifted. Dr. Oliver has been an assistant professor of education at the University of Pennsylvania since 1948. Previously he held teaching and administrative positions in schools at Andover, Kingston, Dover and New London, N.H., and at Ashburnham and Newron, Mass., and taught secondary education at the University of Colorado.

The faculty members at Suffolk High School, Suffolk, Va., have proved that a school can give guidance to its students without the aid of a guidance director (p. 47). **W. R. SAVAGE**



W. R. Savage Jr.



Mamie Basler

Jr. has been superintendent of the Suffolk city schools since 1949; previously he was a teacher at and then principal of Holland High School, Holland, Va., and principal of Suffolk High School. . . . His co-author, Mamie Basler, has been coordinator of vocational business education at Suffolk since 1947. Previously she taught business education at Crewe High School, Crewe, Va., and at the Suffolk High School.

The orientation program for students at Emmerich Manual Training High School in Indianapolis is described on page 66 by **BURTON W. GORMAN**, principal of the school. Mr. Gorman found his first teaching job at Bardstown, Ky., but after six years there he returned to his native state, Indiana. He has been county superintendent of schools at Rising Sun; high school principal at Lawrenceburg, and boys' counselor, high school principal, and superintendent at Connersville. During the summers of

1948, 1949 and 1951 he was a visiting instructor in guidance at George Peabody College for Teachers.

HUGH B. WOOD, professor of education at the University of Oregon, predicts on page 49 some next steps in education. Before Dr. Wood accepted his present position in 1939, he was a teacher, principal and superintendent in Wood County, Ohio; principal at Victor, Colo.; instructor at St. Peter's College, Jersey City, N.J., and associate professor of school administration at Alabama Polytechnic Institute. During the war he served three years as commanding officer of the navy V-12 units at Dallas, Tex.



H. B. Wood



Mary M. Condon

As state superintendent of public instruction for Montana, **MARY M. CONDON** is much concerned with the recent state supreme court decision that may outlaw separate high school districts in that state. Miss Condon formerly was a high school teacher in Iowa schools, director of student affairs at Eastern Montana College of Education, and educational consultant, American Junior Red Cross, for Montana and North and South Dakota. From 1943 to 1945 Miss Condon served as program director of the American Red Cross in the India-China-Burma Theatre. . . . The co-author is **C. R. ANDERSON**, her administrative assistant. Mr. Anderson has been an elementary and high school principal, a superintendent and a research director for the Montana Education Association. From 1943 to 1946 he served overseas with the Red Cross, hopping with the first marine division from Australia up to Okinawa.

Students can be taught to be courteous, thinks **CHARLES L. WORTH**, supervising principal at Allentown, N.J. (p. 70). Mr. Worth was a teaching principal at Bedminster, New Bedford, and Avon, N.J., and supervising principal at Point Pleasant and Lambertville, N.J., before he accepted his present position in 1948.



Helge E. Hansen

HELGE E. HANSEN is interested in television from one big angle: How practical is it for school use? (p. 78). Mr. Hansen is director of the audio-visual education service at the University of Minnesota. Formerly he taught at St. Charles, Calumet and Ann Arbor, Mich., and was assistant director, audio-visual center, University of Michigan. He holds two engineering degrees.



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Roving Reporter

New Kind of Course Helps Adults Solve Their Vocational and Personal Problems . . . This High School Has Its Own Community Chest . . . 14 Films Are Produced to Aid Boys Now Facing Prospect of Military Service

A NEW KIND of course for adults, intended to give them professional help in solving their vocational and personal problems, was offered last spring at Montclair, N.J.

Sixty-two men and women, ranging in age from 18 to 68 years, enrolled in the course, called "Discover Your Aptitudes," conducted by the Laboratory of Psychological Studies of Stevens Institute of Technology at the Adult School of Montclair.

Many of them went to the class because they were unhappy in their jobs or felt they were unsuited to them. One 35 year old man had spent 16 years as a bookkeeper. Tests and counseling indicated he was a sociable person and confirmed his hopes that he could probably become a successful salesman.

Others wanted to know what to do with their leisure time after they retired from their jobs. A secretary facing retirement was guided to a class in ceramics in which she could work with her hands, as she liked to, and make something useful.

The program of the course included (1) filling out a personal data form covering education, work experience, hobbies and the like; (2) an average of 10 tests of interest, personality and aptitudes; (3) class discussions of interest, personality and aptitudes; (4) the showing of two movies on personality, and (5) two individual counseling periods for each person, provided by psychological counselors from Stevens.

SO THAT STUDENTS could contribute to charity drives and yet the various drives would not constantly interfere with school work and take up teachers' time, a High School Community Chest has been set up at Marshall, Minn.

When the student council first suggested the plan, the students were eager to give it a trial. It was stipu-

lated that any pledge made by a student was to be his own responsibility; no money was to be requested from parents. The council suggested the amount that, it was hoped, each student would give: juniors and seniors, \$1; freshmen and sophomores, 75 cents, and seventh and eighth graders, 50 cents.

The first year a total of \$314.10 was pledged and collected. The student council, which was responsible for administering the funds, decided to send \$150 to the city's Community Chest. The remainder was spent to help needy pupils in the school system.

Grade school and homeroom teachers requested aid for pupils—clothing, shoes or glasses, for instance—and checked with the pupils' homes. Coun-



cil members did not know the names of the boys and girls who were helped with the Community Chest funds.

Part of the money from a "Share Your Christmas" drive also is placed in the High School Community Chest. This drive originated in the early Thirties, when baskets of food, clothing and gifts were sent to families. Now banks in which students may put whatever money they wish are placed in each homeroom. In 1950, \$294.88 was collected; of this \$75 was sent to a children's home; the remainder went to the Community Chest.

From this money six CARE boxes were purchased and sent to Japan and Greece; the March of Dimes was given

\$100, and Christmas seals were bought. Some requests for clothing, shoes and glasses also were filled from this Christmas fund.

QUITTING SCHOOL, eloping, becoming too upset to study and too confused to care—these are some of the ways in which high school boys have reacted to the prospect of military service.

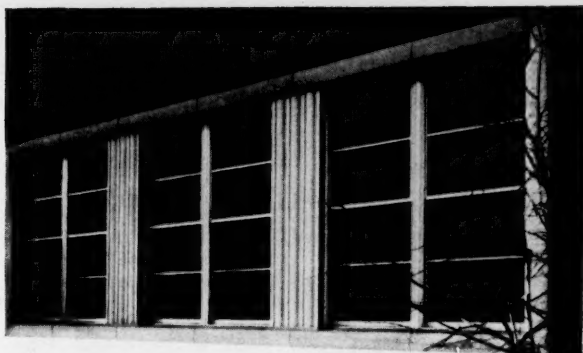
To help boys find more satisfactory answers to the problems created by the draft law, 14 films, one for each week of a semester course, have been produced.

Educators, a producer of instructional motion pictures, and the Department of Defense cooperated to make the films, says the October issue of *Coronet* magazine. Educational agencies found facts and developed principles, which were translated into film. Then the educational agencies checked the film.

For instance, health, physical education, and recreation teachers worked with the Department of Defense on tests and standards to show whether a boy had the necessary physical preparation for military service training. Then a film was produced to show the standards and tests, how to use them, and how a boy who was not physically prepared could fit himself for active service.

The series of films considers such problems as these: getting ready physically and emotionally for military service; what life in the services is like; how to make life plans that include military service; on what basis service is demanded; why and whom they may be called on to fight, and how to profit the most from military training and their time in the service.

Although the films are intended chiefly for senior boys, educators hope that showing them to all high school boys would mean that fewer big problems would develop.



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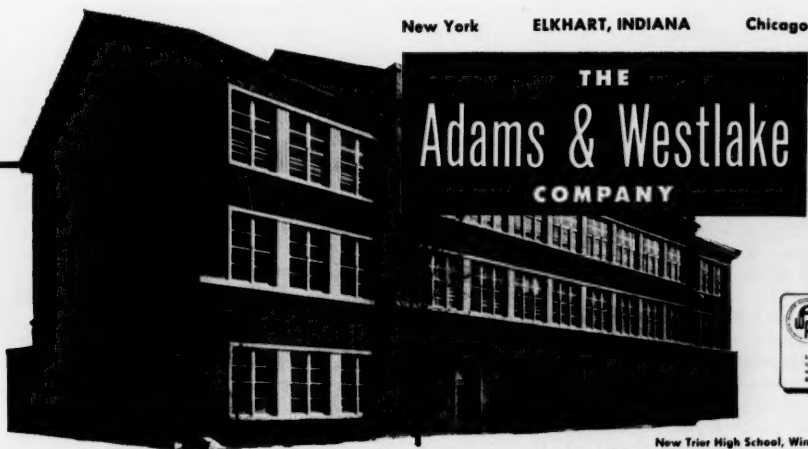
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Questions and Answers

Millage Increases Voted Down

What should be the reaction of the school superintendent when a much needed millage increase is voted down by the people?

When an increase in the tax levy for schools has been voted down, the superintendent should calmly analyze the total situation. He might ask himself: Am I at fault? Does the community lack confidence in me as a school administrator? Did I present the facts clearly so that they were understood by the voters? Did I employ the right methods of informing the people? Did I enlist sufficient help from citizen groups? Did I give them adequate information? Had the program of public relations been built up over a period of months, or even years, or was it just a "flash in the pan" to carry an increase in the tax levy?

After he has satisfied himself on these and other questions that apply specifically to the local situation, he should discuss his findings with the board of education. Together they should present the combined judgments of superintendent and board to influential and public spirited citizens and, on the basis of these conferences, decide what should be done at this time.

The superintendent's position in this situation is certainly a difficult one. However, he should, to the best of his ability, use it as an opportunity to lay the foundations of a program of public relations that will educate the community to the acceptance of the grave responsibility that has been delegated to it by the founders of this nation—the education of America's youth.—**HOMER W. ANDERSON**, *professor of educational administration, Harvard University*.

Nonpayment of Fees

Should grades of students in public high schools be held up for nonpayment of incidental fees?

No. There is no basis for holding up the grades of students as a weapon for fee collection in the public schools. Fundamentally the question goes back to whether such fees should be charged in the first place. The American public secondary school is supposed to be

a "free" institution and for valid reasons. The numerous incidental and other fees being charged and the "withholding of grades" as a method for collecting those fees are steps away from the American tradition in education.

The question of incidental fees should be seen as different from the question of payment for irresponsible or reckless damage to school property.—**LESLIE L. CHISHOLM**, *professor of school administration, University of Nebraska*.

Readiness for School

Are there tests that our schools can use to determine the mental, physical and social fitness of a youngster for first grade? Some groups in our community are petitioning for admission of children on the basis of maturity, rather than on the basis of chronological age of 6 or of age 6 by January 1 following the opening of school.

Whether children should be admitted to first grade on the basis of chronological age or of maturity is, from the measurement point of view, an academic problem. Modern education demands that every child be given the opportunity to progress in school as rapidly as he can or as slowly as he must. In either case, therefore, the school program should be adapted to the capacity, maturity and background of the child. The so-called "readiness" tests are designed especially for this purpose.

One type of readiness test indicates readiness for learning by measuring a number of different traits and skills contributing generally to success in school work, such as linguistic maturity, visual and auditory perception, information about common objects, and ability to pay attention and follow directions. An illustration is the Metropolitan readiness tests. The more specific variety of readiness test, illustrated by the Monroe reading aptitude tests, indicates readiness for learning in special areas, such as reading or number work. In addition to the usual general factors, a reading readiness test might measure immediate memory span, hand-eye coordination, acuity of vision, and binocular fusion.

The well known intelligence tests for children, such as the Pintner-Cunningham primary test, may also be considered as readiness tests because they throw light on the potentialities of beginners for learning at school. Readiness tests, however, generally tend more than intelligence tests to reveal the extent of the learning the child has derived from his background. Children with rich experiential backgrounds are able to work successfully with readiness tests (and in school) earlier than children with limited backgrounds, whereas intelligence tests are usually designed to minimize background differences.

Low scores on a readiness test are danger signals indicating that a child may be lacking in normal background of experience, may be mentally immature for his age, or may have a language handicap or physical defect. These factors should be taken into consideration if the child is to derive maximum benefit from his educational experience.

Caution should be exercised in interpreting the results of readiness tests, since a certain amount of error will be found in any test, especially at this age level. In addition, paper-and-pencil readiness tests do not measure all the important components of readiness. The child who has been overindulged at home, even though he is mature in the things the test measures, may be unsuccessful with first-grade learning on that account. A child's day-to-day behavior may give quite a different picture of his readiness for learning than that furnished by formal tests. A combination of test results and careful observation, however, will usually furnish a fairly satisfactory basis for determining readiness.—**SHERMAN N. TINKELMAN**, *supervisor, test development, New York State Education Department, Albany*.

Good Interview

What constitutes a good interview with an applying teacher?

Consideration should be given by the interviewer to the following principles:

1. A set of criteria for effective teaching should be developed as a basis for formulating judgments.

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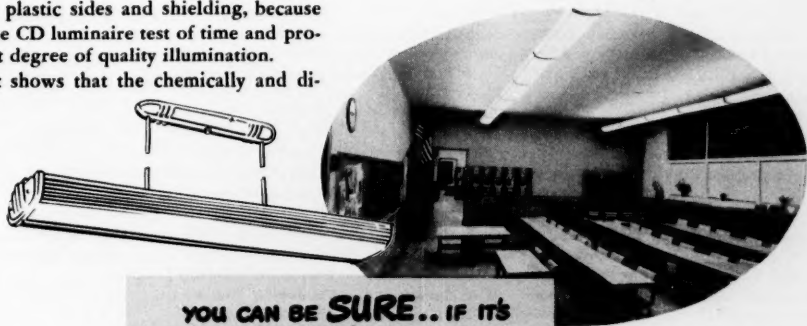
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W. B. SPALDING.....University of Illinois
W. W. THEISEN.....Milwaukee Public Schools
EDMUND H. THORNE.....West Hartford Schools
C. C. TRILLINGHAM.....Los Angeles County Schools
JULIUS E. WARREN.....University City Public Schools
W. T. WHITE.....Dallas Public Schools

2. The candidate should be interviewed only after his credentials are examined in terms of these criteria and preliminary screening is done.

3. Rapport should first be established between the interviewing administrator and the prospective teacher. This will involve assisting the candidate to feel at ease and beginning the interview on a note of particular interest to the applicant.

4. The principal purpose of the interview should be to determine the views of the applicant with respect to important aspects of the job and not to provide an opportunity for the interviewer to air his prejudices or to extol the merit of "his" school system.

5. Questions should be directed as simply as possible to obtain evidence related to the criteria for good teaching. Some of these questions might be: (1) What kinds of information about pupils do you feel it is necessary to have in order to do a good job teaching? (2) How would you get this information? (3) How did you (would you) relate what is done in the classroom to the community? (4) What kinds of help from the principal and/or supervisor did you (would you) find most valuable? (5) How did you (would you) judge whether your efforts at teaching were successful?

6. The criteria will serve as a check list to determine whether the administrator has all of the information he desires from the interview. Specific questions can be asked to fill in gaps.

7. An opportunity should be afforded the candidate to ask specific questions concerning the particular job.

8. The administrator should close the interview, indicating approximately when the candidate will be notified of the specific action taken.

The interview alone is not likely to provide enough evidence so that the administrator can decide to employ a teacher. What the candidate says will furnish some clues. What he has done is even better evidence. Therefore, there should be some investigation in the community in which the candidate has lived and worked. In the final selection, key staff members who will work closely with the person hired should meet with the candidate and discuss with the superintendent their evaluation in terms of the criteria which they have, presumably, had some share in formulating.—JOHN E. BAKER, *Midwest Cooperative Program in Educational Administration, University of Chicago.*

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*Source: "Magazine of Building"

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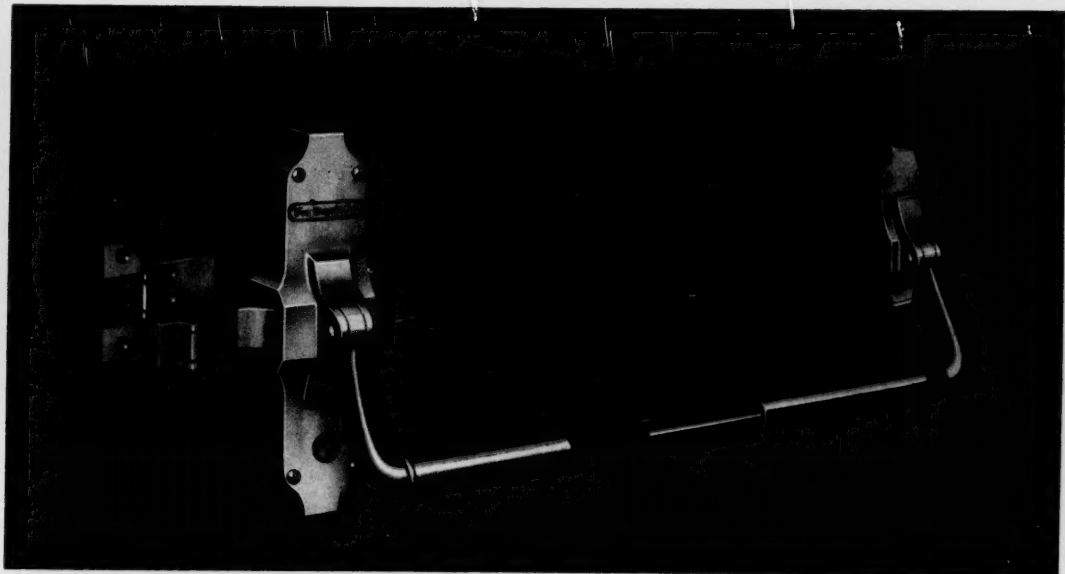
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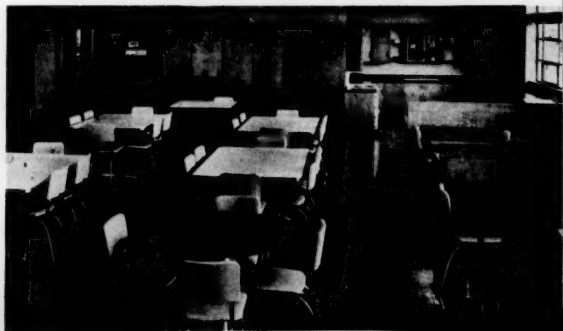
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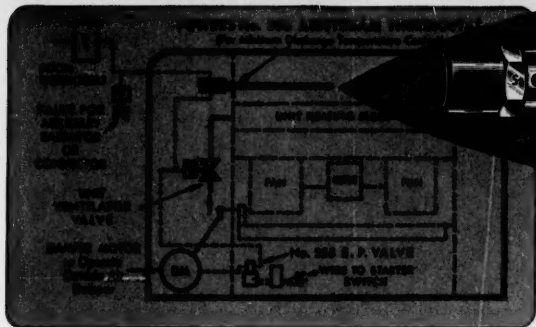


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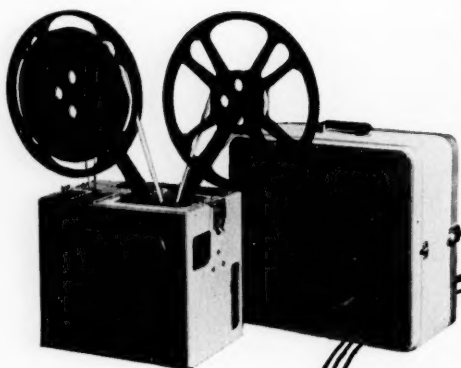


Above: Type D.
Left: Day-Nite Thermostat
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(a06)

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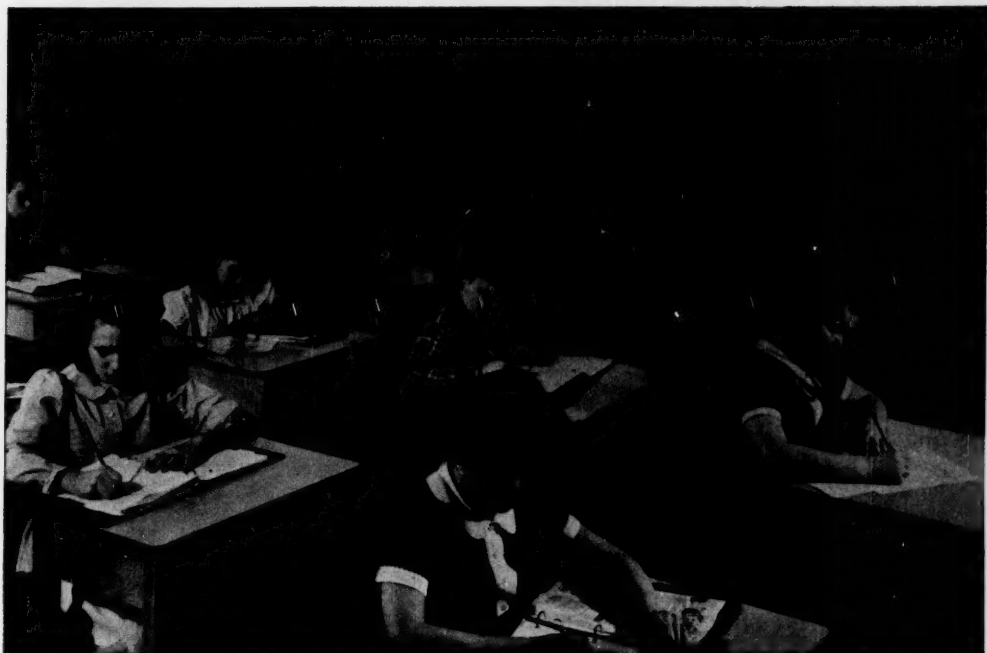
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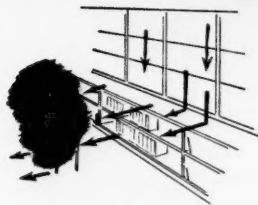
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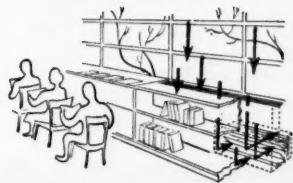


This room without DRAFT|STOP presents a problem of uneven temperatures

LET **DRAFT|STOP** CATCH IT!



DRAFT HAZARDS are ever present in this classroom. Above you see how cold air travels unbindered, presents a cold front problem of discomfort and possible illness.



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Reduce your equipment-cost-per-student with these desks which accommodate 4 students in 2 sections. 8 drawers (each with lock and number plate); 2 double cupboards; 2 plumbing access cupboards. Lead drain fittings. 2 each, double gas cocks, cold water pantry cocks, metal upright rods with Greenlaw arms. Hamiltote top; body of selected birch finished Golden Brown.

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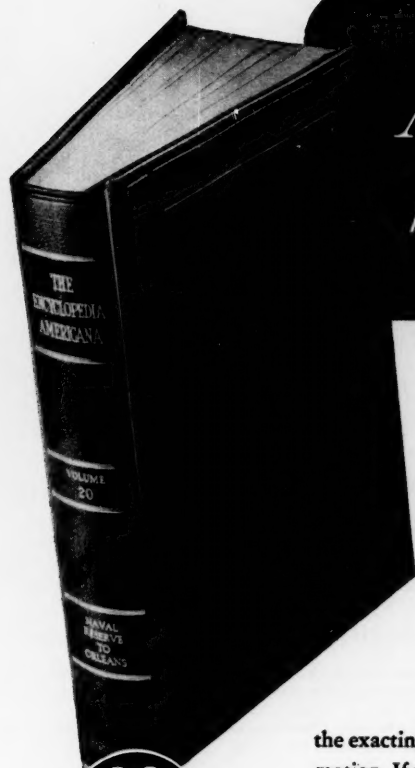
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In an effort to gather and present the most advanced thinking in school shop layout, Delta is sponsoring this contest so that you—the men who know school shop requirements best—can submit your ideas on modern, efficient shop layouts.

Your entries will be judged by an impartial panel of outstanding shop instructors, administrators and architects.

At the close of the contest, best plans will be gathered into book form, as a service to school men throughout the world.

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You know the amazing job done by America's school shops—for you have had a part in it. You know, too, what infinitely greater demands the future will make on America's schools. Plan now to take part in this vital contest—present your thinking on sound shop planning, and at the same time compete for these valuable Delta tool prizes.

PRIZES OFFERED IN SIX SCHOOL DIVISIONS

1. Elementary School Shops—7th and 8th Grades.
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4. Senior High School Shops—10th, 11th, 12th Grades.
5. Technical High School Shops—Trade Schools, Vocational, Continuation and Part-Time and Adult Education Schools.
6. Technical Institute Shops—high school post-graduate courses or 13th and 14th grades.

You may submit an entry in any one or all of the six divisions.

CONTEST INSTRUCTIONS

- a. All entries are to be submitted on the official Delta Shop Floor Plans.
- b. The true location of windows and doors must be indicated, as well as lumber and material storage area and tool room area. It is not necessary for such storage areas themselves to appear on the plan, but entrances to them must be clearly shown.
- c. Entries may be submitted in as many divisions as desired, but each entry must be on a separate official floor plan, and must indicate clearly the division for which it is intended. In each case, the type of shop should be described (wood, metal, general, etc.).
- d. A supplementary description must be submitted explaining why the various arrangements are made. In cases of similar layouts, this description will be the deciding factor in judging.
- e. Supplementary drawings may be submitted showing bench design, cabinet types, tool panels, etc., only if they are sufficiently individual to influence better shop performance.

f. The layout should allow for an anticipated 25% to 50% expansion in student requirements. The shop of "today" should be shown on your floor plan No. 1; the "future" part of the shop should be clearly indicated on your floor plan No. 2.

g. Contestants must indicate whether or not the plan is original or existing (if it is an existing shop, it must have been designed by the entrant).

CONTEST RULES

- a. Contest starts November 1, 1951.
- b. The contest closes at midnight, July 31, 1952.
- c. Prizes will be awarded concurrently with the AVA convention in Boston, November, 1952.
- d. All entries become the property of the Delta Power Tool Division, Rockwell Mfg. Co., Milwaukee, Wisconsin.

of Delta Precision Tools!

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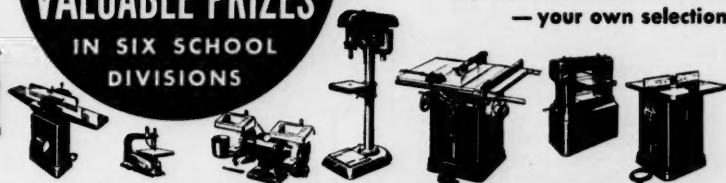
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\$1000 worth of
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6 DIVISION PRIZES

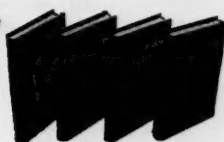
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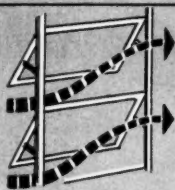
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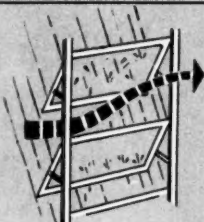
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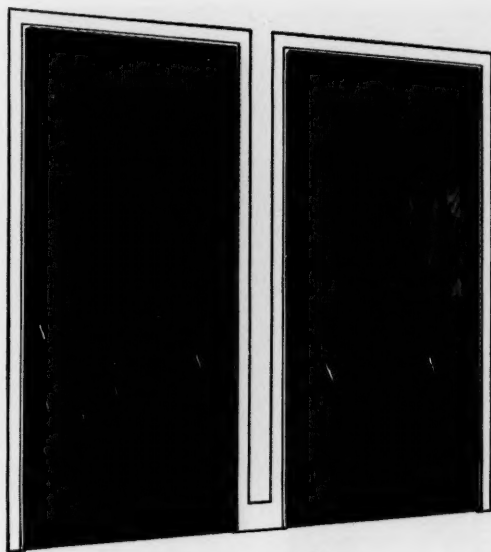
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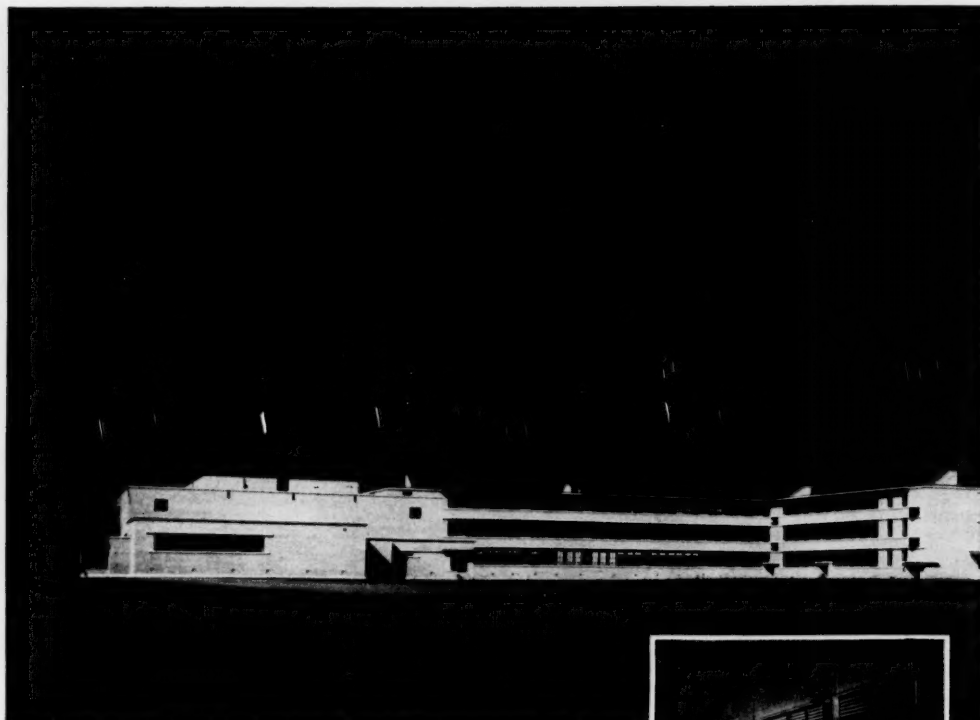
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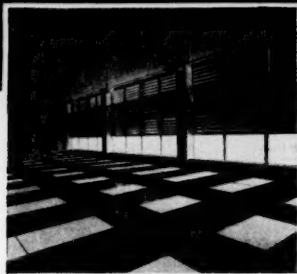
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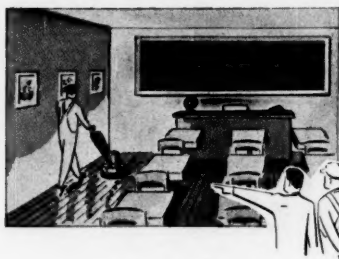
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**"FIND A BETTER WAY
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So I called . . . at other buildings and institutions to see how they maintained their floors . . . and I certainly learned a lot!



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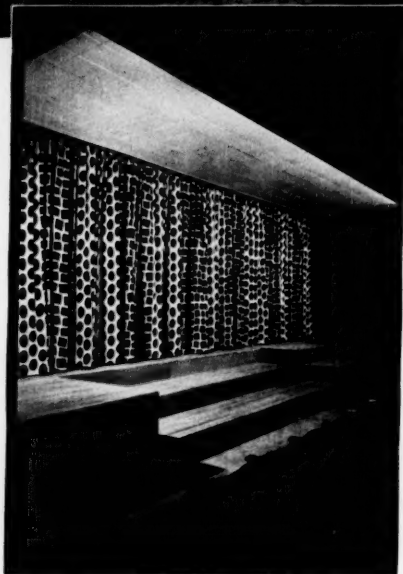
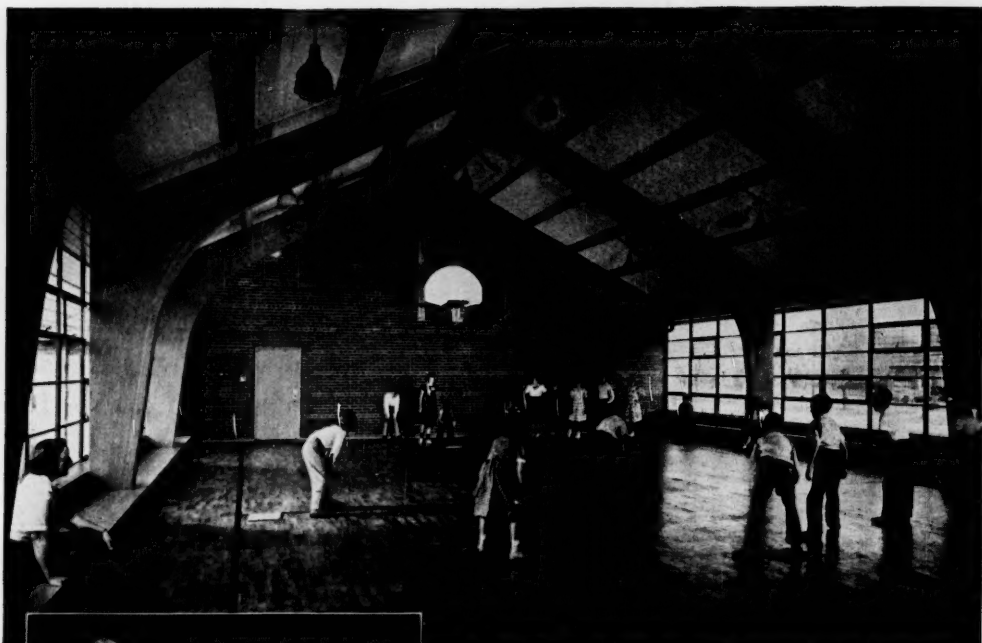
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● Cheerful brightness, restful *resiliency*, lasting economy, commend the floor of Northern Hard Maple to the school planner. When these modern concepts of truly functional school design arrived, MFMA-graded Northern Hard Maple flooring was here to meet them squarely, on every count. Maple's satin-smoothness comes from its dense, scar-resistant, non-splintering grain structure. Its accurate MFMA dimensioning and its own inherent stability make for good, tight, joints—hence, cleanliness and easy maintenance. Truly, Nature *anticipated* the advent of the modern school with "the finest floor that grows." Ask your architect about important savings through use of the interesting "character" grades of MFMA maple. See SWEET'S Arch. 13i/MA.

FLOOR WITH *NORTHERN* HARD MAPLE
BEECH AND BIRCH

Specify

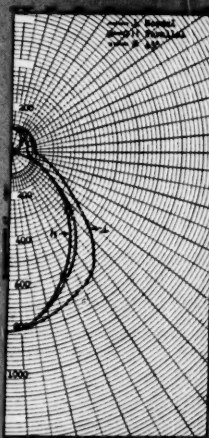
FLEUR-O-LIER

Coefficients of Utilization

| LUMINAIRE DISTRIBUTION DATA MEAN VERTICAL | | | | | | | | | |
|--|------|------|------|------|------|------|------|------|------|
| Room | Room | Room | Room | Room | Room | Room | Room | Room | Room |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |
| 100' | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 | 80.0 |

These include the specific data to select the proper ball for the job.

Light Plane Values



A complete photometric test of the luminaire is provided.



The Fleur-O-Lier label indicates units that meet precise specifications and are ETL certified.

and know what lighting you'll get

It isn't necessary to *hope* you'll get satisfactory lighting from your fluorescent installation. Specify FLEUR-O-LIER equipment and you'll get these advantages:

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You know what you're getting

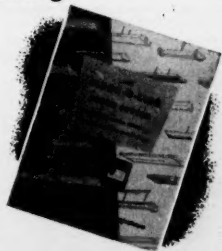
2. FLEUR-O-LIER luminaires are certified by ETL to assure they meet rigid specifications covering mechanical and electrical features. They all use CERTIFIED BALLASTS and CERTIFIED STARTERS.

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Free Booklet

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Ask also for Electrical Testing Laboratories' report on performance ratings assigned to the 300 Fleur-O-Lier fixtures.



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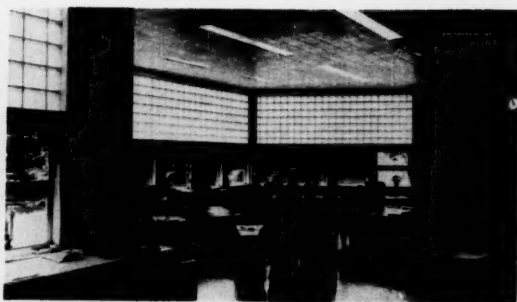
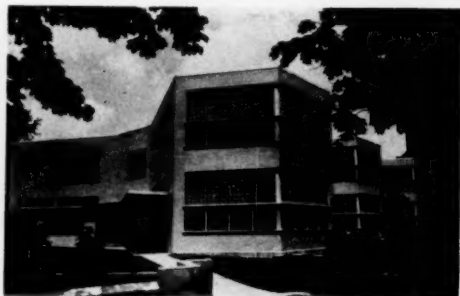
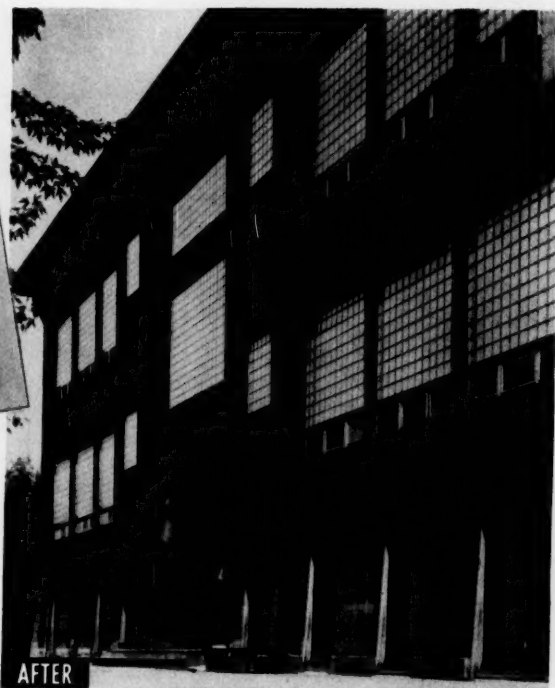
Fleur-O-Lier is not the name of an individual manufacturer, but of a group of fixtures made by leading manufacturers. Participation in the Fleur-O-Lier program is open to any manufacturer who complies with Fleur-O-Lier requirements.

Modernizing old structures?



SASH REPLACEMENT with the **PC Vision-Lighting Plan**, utilizing **PC Soft-Lite® Prism B55 Glass Blocks**, not only modernized the appearance of the **E. W. Pargny Public School at Farrell, Pa.**, but it also made possible the advantages of properly directed and controlled daylighting. This is a typical example of how **PC Glass Blocks** are being used in sash replacement programs in schools throughout the country, without costly structural changes. Architects: **Clapper & Mallorie, Sharon, Pa.**

The **PC Vision-Lighting Plan** is a construction for daylight openings consisting of orientation-keyed areas of **PC Functional Glass Blocks** (selected for sun or non-sun exposure) used with vision-ventilation areas as required.



THIS NEW ADDITION to the **Stockton School, East Orange, New Jersey**, employed the **PC Vision-Lighting Plan**, with **PC Soft-Lite® Prism B55 Glass Blocks**, to "make the most of daylight," reduce eye-fatigue among pupils and teaching staffs. These interior and exterior views show how vision and ventilation openings of standard sash have been inserted in the glass block panels to permit both adequate ventilation and vision to the outside. Architect: **Emil A. Schmidlin, East Orange, N. J.**

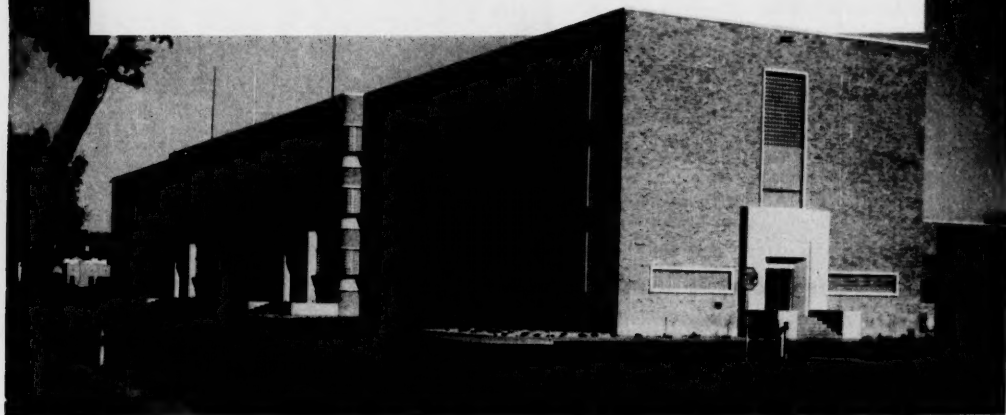


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When the administrators of Baylor University, Waco, Texas, decided to air condition imposing Pat Neff Hall, they chose Frigidaire Central System Air Conditioning to provide continuous cool, clean air for the President's office, General Accounting offices, and all other offices in this university headquarters building.

Baylor University is one of many leading educational institutions that find Frigidaire has the ideal answer for every refrigeration and air conditioning need. These schools and colleges have discovered they can always rely on Frigidaire products to give years of trouble-free service at *really low* operating costs.

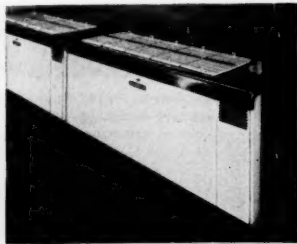
So whatever your school's or university's refrigeration or air conditioning needs, call your Frigidaire Dealer. Look for his name in the Yellow Pages of your phone book. Or write Frigidaire Division, General Motors, Dayton 1, O. In Canada, Leaside (Toronto 17), Ont.



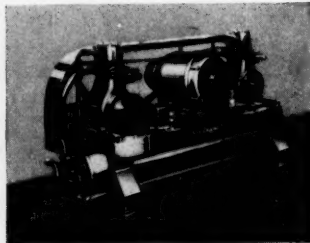
Here are a few of the many Frigidaire Products
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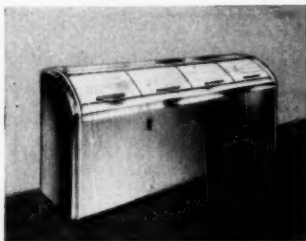
Roomy Frigidaire Reach-Ins in school kitchens keep foods fresher, more flavorful longer — also preserve health-saving medicinals in school dispensaries.



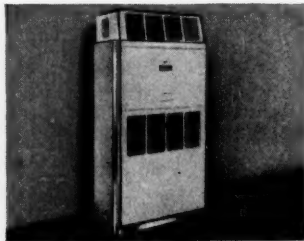
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Frigidaire Self-Contained Air Conditioners in one compact unit available for dining and other such areas. Also window-type models for classrooms, offices, labs.

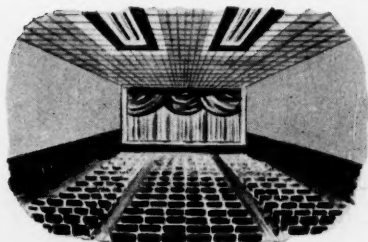
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The NATION'S SCHOOLS

Do you know these facts about acoustical materials ?



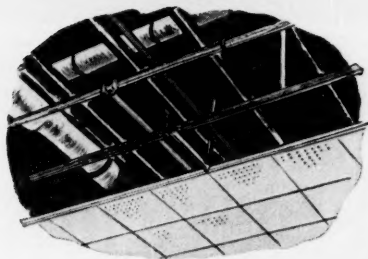
Q. How much acoustical treatment does an auditorium need?

A. Usually, acoustical problems in auditoriums can be corrected with a minimum of acoustical materials. Where echoes and reverberations are very bad, however, it may be necessary to treat some wall areas as well as the ceiling. The acoustical contractor is always careful to avoid overtreatment which might result in a "dead" room.



Q. Can acoustical materials be cemented directly to concrete?

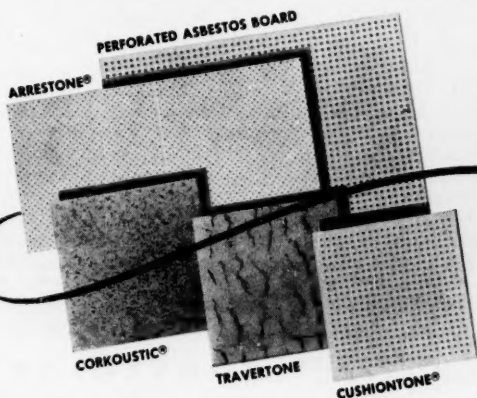
A. A reasonably smooth concrete ceiling is an ideal base for cementing acoustical materials. Rough, uneven surfaces usually require wood furring strips. It's important that new concrete be thoroughly dry and that loose paint and oil are removed before the application of acoustical materials.



Q. How do you treat a "cluttered" ceiling?

A. When there are too many pipes and ducts overhead, a new ceiling is suspended below them. One method is to suspend a metal pan acoustical material, like Armstrong's Arrestone, from the ceiling by metal hangers. Another way is to install a false ceiling of plaster or gypsum as a base for the application of acoustical tiles by cementing.

FREE BOOKLET, "How to Select an Acoustical Material," answers many questions about sound conditioning. Write to Armstrong Cork Company, 3711 Stevens St., Lancaster, Pa.



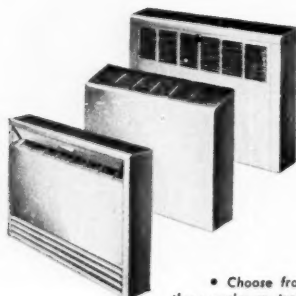
**ARMSTRONG'S
ACOUSTICAL
MATERIALS**

WEST HARTFORD SCHOOL CHOOSES MODINE



At Webster Hill Grammar School, West Hartford, Conn., 93 Type IS and 25 Type IF Modine Convectors are installed on a forced hot water system. Architect: Carl J. Malmfeldt & Assoc., Hartford. Consulting Engineer: Paul D. Bemis, Hartford. Heating Contractor: Libby & Blihn, Hartford. General Contractor: Industrial Construction Co., West Hartford.

AMERICA'S FINEST BUILDINGS USE AMERICA'S FINEST CONVECTORS



• Choose from three enclosure types in Standard and heavy duty Institutional models for free-standing, recessed or wall-hung installation.

MORE and more Modine Convectors are being specified to meet the high standards of excellence demanded of modern school heating equipment.

There are sound reasons for this popularity. Foremost is *quality* . . . proved by the universal acceptance which Modine Convectors have enjoyed among architects and engineers for more than twenty years.

With Modine, quality is no idle catch-word. It's *real* . . . a result of sound engineering — highest grade materials — advanced manufacturing

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To measure this quality, personally inspect a Modine Convector on the job or in your office. Talk with school superintendents who use Modines. You'll find that superior enclosure and heating unit construction withstand school-room hazards longer — can't burn hands or clothing.

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***2,000 SCHOOLROOMS**
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MUST BE DESERVED

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Students and teachers see better and work more efficiently under its glareless lighting. Scholarship levels rise. Visual fatigue disappears. Behavior problems are reduced. Good eyesight is preserved.

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GARDEN CITY PLATING & MFG. CO.

1732 N. Ashland Ave. • Chicago 22, Ill.

turn off the
LIGHTS

turn on the
DAYLIGHT

with
WASCOLITE SKYDOMES

Now . . . with Wascolite Skydomes . . . you can *turn on the daylight* in every square foot of the classroom . . . and at extremely low cost. In hundreds of schools across the country, they have proved to be the most efficient and economical solution to the question of daylighting the dark "inner half" of the average classroom . . . as well as corridors, libraries, etc. They transmit up to 62% more light than conventional skylights*. Their use permits flat roofs and low ceilings . . . eliminating expensive clerestory construction for daylighting.

Wascolite Skydomes are weather-proof, shatter-proof, and maintenance-free. They are installed "as simply as putting the cover on a jar," to quote one architect.



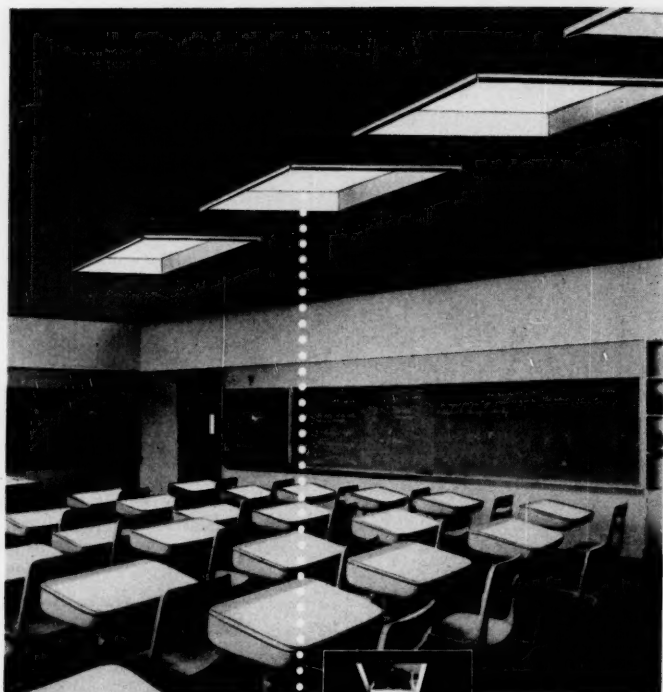
Skydomes come in three shapes . . . square, rectangular, and circular (with curb) . . . clear colorless or white translucent Plexiglas . . . and in a number of stock sizes. Write for details.

*By independent laboratory test; name on request.

WASCOLITE SKYDOMES®
PATENT PENDING
"62% More Light On The Subject"



WASCO FLASHING CO., 85 FAWCETT ST., CAMBRIDGE, MASS.



FIVE WHITE TRANSLUCENT SKYDOMES 36" x 36" light a typical 30' square classroom for all study requirements. The daylight transmitted is soft, evenly distributed and glare-free . . . Clear colorless Skydomes supply super-abundant daylight for corridors.

TYPICAL SCHOOL INSTALLATIONS

- ALABAMA—Hoke Bluff S., E. Gadsden; R. Boinsel (Anniston), Architect.
- CONN.—Duffy Elementary S., Hartford; W. Willkens, Architect.
- FLORIDA—North Miami H.S.; J. W. Vorhies (Miami), Architect.
- ILLINOIS—Park Forest S.; Loeb, Schlossman & Bennett (Chicago), Architects.
- MASS.—Thacher J.H.S., Attleboro; Architects Collaborative (Cambridge), Architects.
- NEW YORK—Endwell J.H.S.; A. T. Lacey (Binghamton), Architect.
- OHIO—St. Mary's J.H.S.; Strong, Strong & Strong (Lima) Architects.
- S. DAKOTA—Watertown H.S.; Hugill, Blatherwick & Fritzel (Sioux Falls), Architects.
- WASHINGTON—Edison Elementary S., Tacoma; Lance, McGuire & Muri, Architects.



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with Resilient, Colorful FLEXACHROME Floors



Years of trouble-free service at extremely low maintenance cost make this plastic-asbestos tile a favorite for school floors.

Proper investment of public money is a heavy responsibility. So people connected with the construction and operation of schools turn to Flexachrome® floors.

This plastic-asbestos flooring material is a "natural" here. It's rugged . . . really rugged. Years and years of students' scuffling feet scarcely leave a sign of wear.

And, it's so easy to keep Flexachrome floors at their best. All it takes is sweeping, to remove loose dirt . . . periodic washing . . . water-waxing, if desired.

When it comes to beauty, Flexachrome colors are unsurpassed. 33 brilliant colors . . . true colors, from sparkling white to rich, glossy black.

In short, Flexachrome gives you color to enhance any decorative scheme.

And, Flexachrome's wide range of sizes combine to give you almost unlimited design versatility.

It's resistant, too . . . highly resistant to acids and alkalis . . . and completely greaseproof.

This means you'll want floors of this vinyl plastic-asbestos composition tile in Home Economics departments, cafeterias, industrial arts shops . . . even in science classrooms and laboratories.

A letter will bring you specifications, product data and samples, together with a description of our free design counsel and floor layout service.

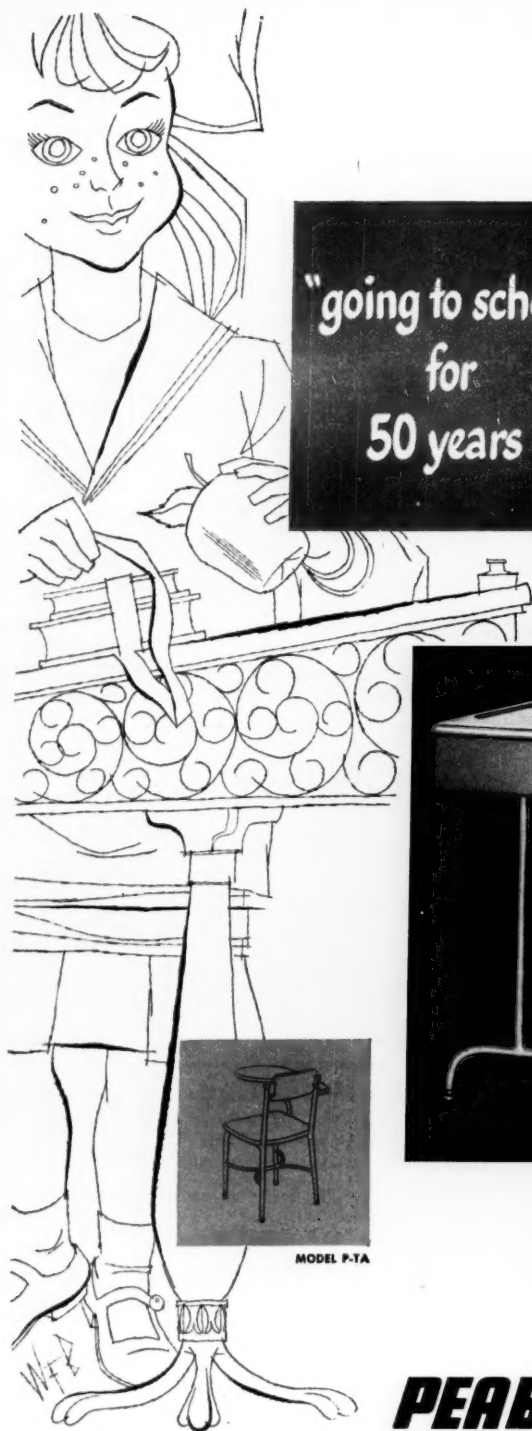
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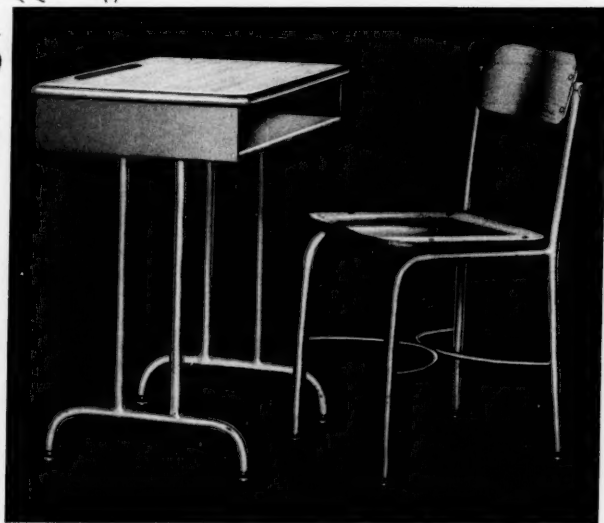
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"going to school"
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For half a century the name Peabody has identified fine quality school furniture. Fine quality through and through—in design, materials, construction and performance.

This new, clean-lined tubular table and chair unit is no exception. It is designed by *specialists* in this field, for today's—and tomorrow's—educational needs. It is made of the finest materials for the purpose. It is produced by craftsmen who take pride in turning out superior products.

Like all Peabody school furniture, it is a typically fine example of Peabody quality. Full details and specifications on request.

PEABODY SEATING COMPANY, INC.,
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PEABODY FINE QUALITY SCHOOL SEATING SINCE 1902

Looking Forward

A.A.S.A. Serves 5000 More

SOME 15,000 to 18,000 school administrators are expected to attend the three regional conferences of the A.A.S.A. next spring, estimates President Kenneth E. Oberholtzer. This is at least 5000 more than the total registration if the convention were being held in one city. Although the three regional meetings involve more expense and administrative grief for the organization and for the exhibitors, there's no other way to bring the values of the meeting to these 5000 administrators who can afford neither the additional expense nor the time for a trip to a national meeting.

The regional plan offers one other advantage. The same great issues will be examined at each of the meetings, but by different speakers. This will enable the profession to benefit from not one but three points of view on each of the topics.

School Construction Stymied

BREAKING ground for the construction of new school buildings in this country has been halted almost completely—thanks to the tactics of the Defense Production Administration and the shortsightedness of the House of Representatives. Mobilization Director Charles E. Wilson has stated publicly that schools and hospitals are first priorities among civilian needs—preceded only by military requirements. But Mr. Wilson's subordinates either think their chief is kidding or else are quite unsympathetic with his convictions.

It is statistically true that only one of every 16 applications for steel for schoolhouse construction could be met by the D.P.A. allotment during this *fourth* quarter. The U.S. Office of Education had received applications for approximately 1600 projects (mostly schools, but some colleges and libraries) representing a total proposed investment in the neighborhood of \$688,000,000. For every one of these school projects the local community had approved plans and provided funds. But so drastically had the D.P.A. cut the allotment of steel for schools that the U.S. Office was able to promise sufficient steel for only 100 of these requests. Seldom can a *new* school building be *started*, because the limited supply of steel is more urgently required to complete buildings now under con-

struction. It therefore is actually true that virtually no steel is available for the starting of new school buildings at this time.

For the fourth quarter the U.S. Office had estimated a minimum need—and it was a bare minimum—of 196,508 tons of steel. The D.P.A. cut this more than half, allocating only 94,300 tons. Urgent and persistent appeals finally produced another 10,000 tons.

Thus it appears that, although the D.P.A. gives lip service to the *theory* that schools are a first priority, it is committed to the *practice* of cutting in two the minimum needs for schoolhouse construction.

D.P.A. authorities have indicated in public speeches and elsewhere that the situation will get tougher instead of better, especially during the next two quarters. By the time this magazine is mailed, it is possible that the first-quarter allotment for next year will have been announced. And it is our guess that the amount needed for schools will again be sliced in two, unless public sentiment changes the picture.

An aroused public opinion is not a remote possibility. The National Conference for Mobilization of Education has formally protested to Manly Fleischmann, administrator of the Defense Production Administration and the National Production Authority. A letter from the executive committee declares: "There *is* steel for civilian purposes, and we are convinced that the schools have not been allocated their rightful share of it on the basis of established need and essentiality. There ought not to be abuses such as the hoarding of steel on defense projects for an unreasonable length of time before it can be used."

The letter reminds Mr. Fleischmann that local school boards simply do not try to build schools until they are essential. The crop of World War II babies is crowding the elementary schools, the law requires their attendance, and they cannot wait until schools are built before presenting themselves for admission. The communication asks assurance from the D.P.A. administrator that "the allotment of critical materials to schools . . . will be made more equitable in relation to less essential civilian needs."

Another communication from the N.C.M.E., addressed to Sen. Hubert H. Humphrey, refers to new evidence that the D.P.A. does not "consider educational construction essential in a period of emergency." The letter encourages Senator

Humphrey to introduce in the Senate a resolution that "educational needs be considered essential during the emergency period."

In the House of Representatives, Chairman Graham A. Barden of the House committee on education and labor has appointed Rep. Cleveland M. Bailey of West Virginia as chairman of a subcommittee to give special attention to this problem.

But Congress itself has made the situation unnecessarily difficult. On August 20, by a vote of 114 to 75 (a small vote, considering the total membership) the House turned down the recommendation of the House appropriations committee that \$600,000 be appropriated for the expenses of claimant agencies for schools and hospitals. President Truman recommended \$1,200,000 for this purpose. The House committee cut this in half, recommending only \$600,000. The House insisted that the agencies pay such costs from their current operating budgets. This has worked a severe hardship on the U.S. Office of Education. Hearings before a Senate committee offer some prospect that eventually some financial help may be provided.

Spokesmen for D.P.A. predict that by the end of 1952 or early in 1953 steel mills, some of which are only now being built, will be turning out enough steel for everything. This is all the more reason that less urgent civilian requests should wait until such additional steel is available.

Meantime, there's no curtailment of the growth of those thousands of youngsters for whom these new buildings will be needed next fall. Many of our civilian activities involving the use of steel can be postponed without serious consequences. But—as governmental leaders and lawmakers surely should know—when you rob a child of his American birthright, the right to an education, you rob him of that which can never be replaced.

The N.M.C.E. committee calls upon school administrators, board members, and laymen to write or wire their Congressmen to the effect that "an expression from Congress regarding the rôle of education in relation to our national security . . . would go far toward changing the attitude of those who seem to place schools in a non-essential category in times of national emergency."

Yes, It's Terrible

IT'S terrible—It's *School!*" So reads the headline of a front-page story, on the opening of school, in one of Chicago's daily newspapers. And then the by-line story begins: "Something terrible happened to 333,264 kids on Tuesday. School started. A similar tragedy Wednesday will begin overtaking 181,000 kids who attend the Roman Catholic schools of the Chicago archdiocese."

Eventually the story settles down to a more reasonable description of the usual problems of the first day of school, aggravated by overcrowded classrooms and insufficient personnel. Even so, the headline and the lead are unpardonable. More than 30 years ago, the writer of this editorial was a reporter covering schools for a city newspaper. The gray-haired veterans on that daily's editorial staff actually believed it was good journalism to assume that kids hate school. In fact, the idea was presumed to be some-

what humorous. But even in those days the assumption was seldom justified by fact.

It's time for newspapers to throw this stereotype into the hell box. Reporters who write about schools from the prejudices of a generation ago would get closer to the truth if they spent a little more time visiting today's classrooms. It's the ambition of most youngsters today to go to school, to have fun with children their own age, and to enjoy the experiences of learning. When these conditions do not prevail, it's not the fault of the child. It's the failure of the community to provide pleasant schools and competent teachers.

Yes, it *is* terrible—when newspapers try to kid the public with the notion that most young children don't like to go to school. It's time for the press to show more enlightened civic leadership—to take up the cudgel, not for the few children who may dislike school, but for the many who deserve better schools.

More Than a Habit

GEORGE H. GALLUP of opinion poll fame thinks that "as a nation we don't read enough." In an article about him in the October issue of *Today's Woman*, Harriet Van Horne writes: "With a note of shame in his voice, Dr. Gallup will tell you that the United States reads in proportion to its population the fewest books of any civilized nation."

Is that bad? A woman may read as many as three current novels a week. Because of this is she better informed? Can she vote more intelligently? Is she a better mother or stenographer? How much of the printed stuff on the market today is really worth reading?

The article continues: "And if Dr. Gallup had his way, there would be sweeping reforms in the public school system to see that Junior developed the reading habit early."

There's more to reading, Dr. Gallup, than just a habit. Schools are trying to give Junior the judgment and the experiences that give meaning to what he reads. He may not spend as much time with his nose in a book as did children of your generation and mine, but he probably will use better judgment in selecting what he reads. And what's more, he won't be so easily influenced by books that weren't worth reading in the first place.

Quote of the Month

FOR the editorial quote of the month, we nominate this concluding paragraph from a recent editorial in the *Chicago Daily News*:

"Continuing criticism of the educational system is certainly desirable as a stimulant to improvement. But let us not in the process persuade ourselves that the present system is failing to do its job. Any graying adult who can honestly recall the averages among his own schoolmates—excepting himself, of course—will have no trouble in recognizing the superiority of today's crop."

The Editor

THE NATION'S SCHOOLS

GOSLIN'S WORLD TOUR

It wasn't exactly a school journey, Willard E. Goslin's trip around the world. Yet an educator on holiday is just a busman at heart. The editor asked the returned traveler seven specific questions. We believe you will find Mr. Goslin's replies to these cogent, significant

All your friends rejoice that you had the opportunity for this worldwide trip, and we are glad to see you so rested. We have been wanting to share vicariously some of your impressions and inspirations. Would you tell us about some of your observations, and what these facts mean to us individually as Americans and as educational leaders?

In regard to your question about our trip, it was a magnificent privilege for Mrs. Goslin and me and for our daughter Jane.

I suppose our interest and work in education would cause us to give particular attention to the extent of and the problems surrounding education in the areas that we visited. One of the deepest convictions that we brought back from our entire trip stems out of firsthand insights in this field. There are millions and millions of people in the East and Far East who thus far have been virtually without the benefits of an organized educational program.

I don't believe that it will be possible to develop a stable, peaceful world as long as approximately half of the world's people are without the benefit of free education. Therefore, I would like to point out that I think the one exportable item or idea that the United States has at its disposal, that in the long run will make the greatest difference in the world, is our concept of free education. I think this idea ties in with the best of the program and policies of the United Nations.

Also this concept particularly ties into our own national policy as it is expressed through the Point Four program.



One of the better dressed Indonesian school boys. Indonesia is struggling with problems that faced our nation almost 200 years ago.

In terms of developing our own leadership in the East and in terms of making a contribution that would really be a lasting one to the welfare of the world, I believe we should give more of our manpower and more of our money to the implementation of our Point Four program. I think programs of free education that we should encourage to grow out of the cultures of the various peoples of the Far East would give more to the development of a peaceful world than any other single contribution we could make.

Would you tell us the regions you visited and give us a general overview of the extent of your trip?

We left New Orleans on a Norwegian merchant ship on the first day

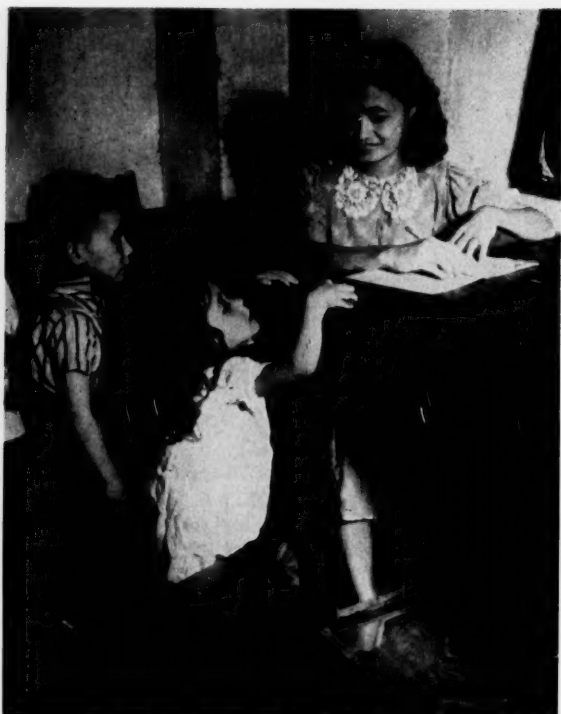


Willard Goslin reads his mail in his "outdoor office" on campus at George Peabody Teachers College, where the former Pasadena superintendent is now head of the division of school administration and community leadership.

Below: Three little girls from school in Ceylon. From there, the Goslins continued across the Indian Ocean and up into the Red Sea.



Seven foreign photographs by Acme



The traveler was deeply impressed by evidences of good will toward the United States in the Philippines and the educational progress there.

What evidences did you find supporting your belief that universal public education is the road to world peace?

We were deeply impressed with the evidence of good will and the indications of progress that we found in the Philippines. These had come from two policies of the United States: (1) Our cooperation with the Philippine people, looking toward their independence, has made a lasting impression in the Philippines but, even more important, this policy has made a deep impression throughout the East. (2) Our introduction of free education to the Philippines, in my mind, is one of the finest spots on our entire national record.

We were much interested in developments in Indonesia and were struck on a number of occasions with the fact that here is a young nation

Dressed like pilgrims to Mecca, Egyptian school girls play the tambourine and sing at the annual celebration of the birth of Mohammed.



of March and went west through the Panama Canal. We spent approximately a month in the Philippines and about a month in Indonesia before going on to Singapore, Malaya and Ceylon. We made a brief stop at Port Sudan on the Red Sea and left the ship at Port Said, Egypt.

After an exceedingly interesting and informative stay in Egypt, we flew across the Mediterranean to Greece and later to Rome, where I picked up my responsibilities to work with educational groups in a number of places in Europe.

I was in Europe at the invitation of the World Brotherhood Organization to work with educational groups in the development of their program. I met with groups of teachers from Spain to Denmark, including Italy, France and numerous groups in Western Germany.



Raiding bandits destroyed schools and homes in many Malayan towns. These must now be reconstructed.

struggling with many of the same problems that our own country struggled with 175 years ago. For instance, they're trying to establish a currency, and they are trying to establish both trade and cultural relations with other nations. They are trying to establish an educational program. These are the same problems that we struggled with nearly two centuries ago. I think there is an urgent need for us to understand that the free nations in that part of the world have a culture that is very different from ours and that they are at a different stage of development. An understanding of that difference will be necessary to a proper working relationship between our country and the countries of the East.

It is our understanding that other parts of the world don't seem to be quite as jittery about a third world war as we are. Would you comment?

We were not behind the Iron Curtain, except when we looked through the peephole that Berlin represents.

However, I don't think we discovered any place where there was as much concern about the possibility of another world war as there is in America, unless it is in Western Germany, where at least a large portion of the population feels that if a war breaks out their country will be the immediate battleground. They are just now beginning to emerge from the last war with our aid and the help of other nations, and they don't feel that they would be able to recover from another such deluge. On the other hand, many of the countries are tense in terms of internal problems.

Tell us about the way the other peoples of the world look upon our treatment of the minority groups. You indicated that we are going to have to be very realistic about this.

I doubt if there is any other factor in our country that hurts our cause in

These pupils in Rome attend classes in a condemned building; the shortage of schoolroom space is still acute.





West Berlin school children ignore Communist poster mounted on a building in the Russian sector. It shows two drunken G.I.'s playing with puppets of Mayor Reuter and Chancellor Adenauer.

the Far East as much as the poor relationships that persist in America between white people and colored people. Anything we can do to solve this problem at home and eliminate the tragedies that happen now and then throughout our country will strengthen our position of leadership in the world. We need to remind ourselves that about two-thirds of the world's people are not white.

We seem to feel that this crucial situation will continue for some time and that much will depend upon our next generation. In the light of your observations, what do you think we should do with the curriculum and with the program of activities in our schools to prepare this next generation to meet situations better than we or our parents did?

That's an exceedingly important question and one that would require many interviews to explore. The United States is now in a position of world leadership. This is not a prospect or a theory but an accomplished and at times brutal fact. Every phase

of American life, including its educational program, is influenced—changed if you please—by this far reaching development. Education in an isolationist nation hiding behind two oceans is one thing. Education in a nation that is trying to furnish political, social, economic, military, educational and, I should like to add, moral leadership to the remainder of the world will have to be retaught. New responsibilities must be accepted, or the whole project will finally fail—fail because the citizens of our own country will be both unable and unwilling to carry out their individual and joint responsibilities.

I should like to make two or three suggestions as an indication of the approaches to the matter. The solution of the problems of racial and group relations within the United States is largely centered in the schools and colleges of the country. I might add that much of the struggle is centered there also. This is a job at which we must continue with all the skill and understanding and patience that we

can muster. From the standpoint of program and content, I think we need badly to bring the attention which we give to the culture and history of Asia into better balance with our attention to our European backgrounds.

The third thought I have is about geography. I think the schools of the United States could make a major contribution to our times by developing the content and teachers for a comprehensive program of world geography for all American children.

There is so much to be said about the impact of worldwide developments on the curriculum of the American school system that I am reluctant to make such limited suggestions. I hope they will serve to indicate the direction of my thinking.

Here is another question you may want to comment on. Getting back to your major emphasis of developing public education for all peoples, where do you think we could make our start with the Point Four program? For example, you mentioned Germany, but you didn't comment upon our attempt to start a school system there. What are we doing in Japan? You mentioned that Indonesia is a hopeful place. Where are some of these places that are more receptive to whatever we might do?

I don't think that I am competent to answer that question well, but I would offer this suggestion. We are now in the process of either establishing or participating in missions that are going to many of the countries of the East and Far East, either through UNESCO or through other specialized agencies of the United Nations or directly through our Point Four program.

Anytime we send one of those missions to a country that does not have an adequate program of free education, I would put the development of education and the encouragement of an educational program in the very forefront of the responsibilities of such a commission. Without a program of education for the masses, with the resulting social and academic literacies, all our other programs to improve health conditions, stimulate production, and so forth are doomed to limited success if not outright failure. We can't afford to fail, either for ourselves or for the peoples of the world. We need to use all the tools and weapons at our disposal. I think education is the most powerful weapon that we hold.

The superintendent's message to his teachers at the opening of a new year charts direction and emphasis. This article consists of excerpts from the opening day address of Supt. Kenneth E. Oberholtzer to the teachers of Denver. Dr. Oberholtzer, president of the A.A.S.A., presents goals for his own school system that might well be emphasized for public education everywhere.—A.H.R.

THE THREE I's:

INFORMATION, IDEAS, IDEALS

KENNETH E. OBERHOLTZER
Superintendent of Schools, Denver



INFORMATION

EACH year seems to require a different emphasis, but some emphases seem to be a little more important than others, and this year I have chosen two subjects: (1) improving the general instructional program and (2) improving school and community relations.

It is suggested that this year co-operative action of the school personnel center on five fairly specific projects. This does not in any way delimit or deemphasize the importance of many other parts of our program.

The first of the five specific projects suggested for special emphasis is that of improving the quality of the learning environment and the opportunity for accomplishment for all pupils, with special reference to those of better-than-average ability. As we have studied the results of our testing



IDEALS

Above: Children get useful information from watching construction, an interest they will never outgrow. Left: Elementary school children nourish their Ideals by buying presents that they will wrap for a Junior Red Cross gift box.

survey* and some of the opinions expressed in the opinion survey, it seems evident that it is possible to increase the general level of attainment of our pupils measurably if we give more attention to those of better-than-average ability. For some time we have given emphasis to those who are of lesser ability. Although we have not been unmindful, certainly, of those of higher ability, perhaps we have not given them the emphasis that we can give during this coming year.

The second project is preparing and putting into operation a well organized program of English instruction from kindergarten through Grade 12. The results of the testing survey and the results of the opinion survey both pointed out the great importance that is attached to the program of English instruction in our schools, and some of the results of the testing survey indicated that we might well give further attention here.

The third project is inaugurating and carrying forward a considered and adequate program of instruction in the social sciences from kindergarten through Grade 12. Permit me to emphasize the need for doing well the problem solving aspects of the social sciences and for gaining appropriate concepts related to our democratic society.

MATHEMATICS PROGRAM

The fourth project is implementing and getting into full operation the mathematics program from kindergarten through Grade 12. During this last year a committee presented for our consideration an outline of the mathematics program, a well developed outline. I am delighted to see the leadership that this committee has given to all of us in terms of an organized mathematics program, starting with the beginning counting operations of the kindergarten and going up through the more complex mathematical analysis operations of the 12th year. Mathematics has been considered by Denver citizens and by our teaching corps to be of considerable importance to the education of boys and girls, and we have here an improved way of carrying through in a fine fashion.

*A testing, or evaluation, survey made last year showed that the pupils in the Denver schools are above average in most respects. An opinion survey also was taken in an effort to find out if the citizens of Denver were satisfied with the schools and the curriculums.

The fifth project suggested is providing a well organized and complete minimum program of evaluation. In our testing survey we had for the first time in several years a general evaluation of some parts of our educational program. Now we recognize the values as well as the hazards of such a program. Not only is it necessary to have such a general program to indicate how well we are doing systemwide, but also it is necessary to have continuing programs of evaluation in our several classrooms and in our schools.



We are now planning to go ahead with what has been called a minimum program of evaluation, considering it as an essential part of the total instructional program.

The development of these several projects will require the best skill and the highest type of cooperation on the part of each member of the teaching corps.

Proper education most certainly includes learning well the fundamentals, but it goes beyond this, and the setting in which we find ourselves today brings to mind something that I think we should recognize as we approach our work during this school year. There are divisive elements that exist in our society and in the world today, which have their implications for schools. A principal divisive element is the doctrine and the philosophy of communism. There are now in our country other divisive elements with respect to ideas of society and ideas of what the schools should do in that society. Not all of these attempts to divide can be attributed to communism because we naturally differ in our views—here where we have a relatively high degree of freedom to express our views. But there are some unique attempts being made to impose upon the public schools, either by cen-

sorship or by direct action, what could be called a doctrinaire type of education, a sort of propaganda, a sort of canned education, so to speak. Attempts are being made to intimidate or scare teachers into untenable programs. In reply to these attempts, we shall continue to stand for good sound programs of public education.

We believe that the schools should offer an instructional program appropriate to free men. This education certainly cannot be achieved without the essential discipline of knowledge and of learning. That's our principal business. We are highly concerned with the quality of the thinking and of the learning that goes on in our schools. And I believe that, generally, the quality of thinking and of learning will be improved as the degree of freedom for learning and teaching increases.

In view of these divisive elements now evident in our society, the public schools must continue to stand courageously as a major source of unity, as a major cohesive element in our society. Moreover, we have certain values to which we can and must hold that will carry out this idea. There are, for example, certain all-pervading moral and spiritual values to which you and I hold that are essential if this nation is to remain free and if we are to be united. In an effort to state and to emphasize the matter of such values in our schools, the Educational Policies Commission published in February an important volume entitled "Moral and Spiritual Values in the Public Schools." To me there is one sentence that seems to epitomize our point of view and that I wish to quote: "The basic moral and spiritual value in American life is the supreme importance of the individual personality." That is the major democratic value which acts as a guide to all of our educational program.

THREE FAITHS

But, related to this major value, are certain faiths to which we should hold if we are to continue improving our general instructional program and if we are to continue as a major unifying force in our society.

The first of these, it seems to me, is that we must have a faith in the growth potential of boys and girls, and men and women, in our country, a faith in their educability, a faith in their learning, a faith that they can achieve good citizenship if they are

given the opportunity for an appropriate type of education.

The second is that we must have a faith in our capacity for reasonable and intelligent action if we have access to knowledge and if we have the freedom to consider it.

The third, and perhaps the most important for our immediate future, is that we must have a faith in our ability to work together effectively for the common good. We can and we must learn to work together in voluntary association and, under the law, for the good of all men. This way of working together has to be learned by people, learned by people working together, and particularly under the impetus of good schools.

THREE R's PLUS THREE I's

To put these thoughts in a little different words, I am trying to say that we want to reiterate the importance of the fundamental skills—of reading, writing and listening; of speaking, computing and thinking; sometimes called the three R's. But we must also emphasize in our instructional program what I call the three I's. The first is information. We must have facts and data. We must have the freedom to seek these facts and data. The second is ideas. We must also have ideas, a knowledge of the basic ideas that have become a part of the heritage of America, of our background. The third is ideals. We must hold ideals, see goals, have a knowledge of the possibilities and an appreciation of the aspirations and the hopes of our people. These are likewise fundamentals in an appropriate education program, that is, in an education appropriate to free men.

A second major emphasis is our efforts to improve school-community relations. The education of any person is not simply the product of the opportunities that are afforded for learning in our schools. There are other powerful educational institutions in our midst which we must take into account: notably, the homes, the churches, the synagogues, the press, the radio, the movies, the community organizations, and a host of other influences that have much to do with this matter of education. Schools are vitally important in this whole picture, but we also know that they are not the only important organizations.

Furthermore, the effectiveness of the schools as educational institutions is influenced markedly by the ideas that



IDEAS

All-City Student Council meets with Mayor Newton to develop ideas for Halloween program. Says Mayor Newton: "The value of this program is that students themselves take on the task of convincing their contemporaries that it is possible to have fun without being destructive. They work in cooperation with the police and recreation departments."

citizens in general have about schools, about what they are doing, and about what they should be doing. I believe that what citizens want in their schools is of the utmost importance, and it is a part of our jobs to know better what they do want. As one mark of our belief we authorized the opinion survey in Denver. Also it has been our happy privilege here in Denver to work with many community groups and large numbers of people in the development of our educational program. I am most interested in continuing to improve the working relations of the schools and of the community at large.

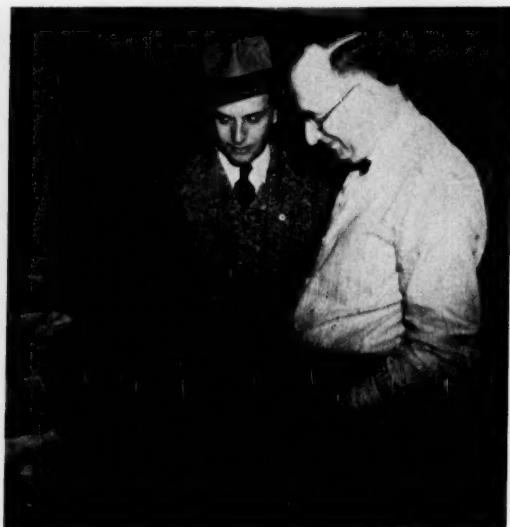
AID FROM LAY GROUPS

Probably the most important single group in Denver, aside from our board of education, in this matter of organized action is our parent-teacher association. For many years the P.T.A. has worked effectively for good schools.

Desirable group action can be effected by both voluntary groups, such as the P.T.A., and by official citizen advisory groups, such as those working

with Opportunity School. Both types have operated effectively in Denver. It seems to me that, where such groups as these have operated effectively, a few characteristics have been present in each instance: (1) The group has been sincere in its desire to work for the improvement of the schools. (2) There has been a period of study, a period of careful consideration before proposals have been made. (3) The group has recognized the respective functions of teachers, school administrators, the board of education, and the group itself. (4) Work has usually been confined to one major topic and the recommendations made have been related to that topic. (5) There has been a willingness to work in cooperation with the schools, to share ideas, and to take the time that is necessary to develop improved programs.

When these characteristics have been present, a basis for working together has been established. It is our desire to foster such a working relationship between the community and the schools.



LITTLE TOWN *can do it better*

ERRETT HUMMEL

Administrative Assistant to the Dean
General Extension Division
Oregon State System of Higher Education

The small town superintendent is on a first-name basis with the local editor, the master of the Grange, and with every farmer and merchant in the neighborhood.

TO THE little school, with the overworked staff composed of a goodly percentage of young teachers, a few master teachers of long standing, and an administrator who is a combination superintendent, oracle, first-aid genius, pinch hitting bus driver, and substitute in the third grade when Miss Jones is ill, this article is addressed.

To the larger systems go the plums and awards, the publicity that comes with advances in guidance, curriculum and other educational fields. These larger systems have the special staffs that all too often overawe the smaller schools and create in the schoolmen of the hinterland a defeatist attitude of "What's the use, we haven't a guidance expert or a curriculum specialist to lead us!"

All credit and honor to the school system of Big City; however, the school in Little Town can do as fine a job, or a better one. I want to encourage the small system, whether it has 10, 4 or 14 teachers, to overcome its awe of Big City and try something on its own.

What to try? Well, Big City has, for the last decade, been in a flurry over curriculum revision, with all the resulting benefits and publicity. And Little Town just worries along with the same old county or state selected texts and a tired course of study.

Of course, Little Town seems to worry alone. It successfully cares for its own, managing to teach its youngsters to read and write and figure,

after a fashion. In fact, Big City would cease to grow if the lads and lassies from Little Town didn't come in an endless procession to fill its jobs and positions. But perhaps Little Town could do better. Any job can always be done better—why not try?

Of course, Big City has a superintendent and three assistants. Yes, it has seven or eight special supervisors, a curriculum specialist, and a principal in every building. So what? The Little Town school is just as good and its teachers don't have to step aside when the Big Town teachers come swaggering down Educational Lane. Little Town can have as fine and as effective a program of curriculum growth as Big City. Let's see how the programs really compare.

To have a constantly improving curriculum program three separate personalities, or staffs, are needed.

First, the administration must diplomatically convince the parents and taxpayers that their children might be a little better taught if they had a few more, or a few new, books and if some different techniques and materials were used for youngsters of varying personalities and abilities. A desire to improve the school must be created in the community.

Second, the specialist must help create within the teaching force, tactfully and slowly, a consciousness of the ultimate gains that may come as a result of curriculum planning and stimulate the thinking of the teachers

to a knowledge of the methods by which they can realize these gains.

Third, there must be a faculty that wants only the best for its boys and girls, a faculty that is willing to work overtime to try out a new idea if some boy or girl will benefit thereby, a faculty with imagination and real interest in its pupils.

Big City has these. Its administrative staff members belong to all the civic clubs, meet the board with well prepared agenda and reports, and speak before P.T.A. mothers by the dozen. Its curriculum expert has written two books and can tell the teachers just what to do, down to the final comma in the third paragraph of instructions. Finally, Big City has those three experimental rooms set aside in the two new buildings. There teachers dedicated to the new approach stand ready to try out new methods and materials.

Yet, Little Town is better prepared to carry out a program of curriculum growth. The superintendent belongs to the Grange, he guides the P.T.A., and he knows every farmer and merchant by his first name. His monthly meetings with the board are often really study groups in which he skillfully shows the board what is being done elsewhere and how the schools can better educate their children right there in Little Town. The will of the closely knit rural community for better opportunities for its children is strong everywhere in America and is usually more easily guided than the



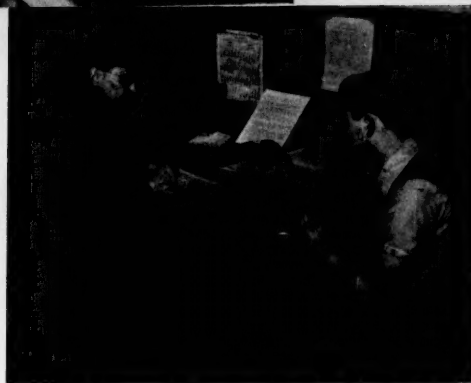
The Little Town school usually is the center of community life. People will do anything if they believe it will help out their school.

divergent interests of sprawling urban centers. Little Town's superintendent, because he often teaches part time and knows folk, old and young, by their first names, is well equipped to sell a program of curriculum improvement to the school's patrons. Once sold, they will respond with help, both in dollars and in encouragement.

For a specialist, Little Town has its pick of the administrator and the classroom teachers. A few sessions over a coffee cup after school, a few faculty meetings, and the curriculum leaders will stand out. Perhaps the older high school teacher attended summer school at the state university; maybe the upper grade man has been reading professional journals and is just waiting to try new ideas in history and geography. Or how about Miss Smith, who has taught the third and fourth grades for five years and knows the children, their families, and what they need? Perhaps these teachers just haven't been encouraged to try something new or to ask for books not on the list.

As for a teaching force that is willing to work and experiment with zest and enthusiasm, nowhere can the average rural school teachers be excelled. With faculties composed of new teachers full of pep and older persons staying in the communities because of their love for their homes, Little Town has a combination that produces new ideas and a willingness to work found nowhere else. The cooperative understanding that is evident in small school

There isn't any guidance director but staff members have a personal knowledge of each child. They can provide for individual differences in a way that is superior.



faculty groups is the envy of every city schoolman.

Let's summarize the chances of success if the Little Town school is bold enough to undertake a program of curriculum growth:

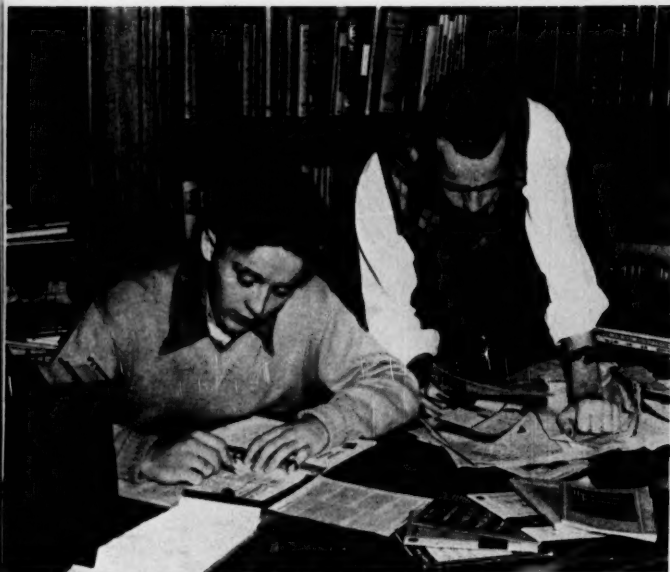
1. The school is the center of community life. The "folks" will do anything, pay any bills, if they believe it will improve their school.
2. The administrator is nearer more people, knows personally a greater percentage of his patrons than any city superintendent. His power to guide the community is limited only by his zeal and ability.
3. The teachers are more widely known and respected by the patrons than is possible in a city.
4. The staff members have a personal knowledge of every child and his family needs. They can provide

for individual differences in a manner superior to that possible in a city.

5. The leadership displayed by individual staff members (specialists) is more likely to be genuine and spontaneous, rather than forced, as may be the case in a city in which the supervisor or specialist does something new just because it is his job to do something new.

6. The cooperative possibilities of a small staff, because of size alone, if for no other reason, are far greater than in Big City.

We have long been taught that the royal road in America leads from the log cabin to the White House. We have hailed the antics of rustic humorists and have bowed before homespun philosophers. Isn't it time we recognized the values in the ideas of school people from our small towns?



ENRICHMENT PROGRAM, DETROIT PUBLIC SCHOOLS



FULL DEVELOPMENT OF CREATIVE ABILITIES, DEARBORN, MICH.

WE HAVE been hearing much about Life Adjustment Education, which originally grew out of a concern for the "neglected 60 per cent." What should we do about the 1 per cent, possibly 2 per cent—the gifted pupil? While this group may not be large numerically, nevertheless it is important from (1) the point of view of the individual pupil, (2) the point of view of society. In short, do we really believe in an educational philosophy that is concerned with each individual? Do we have the skill to provide a program for properly educating each pupil?

Organizational approaches present one major concern. On the assumption that a keen mind will function productively regardless of the obstacles placed in its way, too often the gifted child has been left to "sink or swim." However, the superior pupil should not be left to his own devices; he, too, needs guidance and is entitled to opportunities for growth.

One answer, based on the well founded belief that the gifted learn more rapidly, is to call for acceleration. This may take several forms in the elementary school, such as: early admission to the first grade, flexible promotion (especially in the tool subjects), the Winnetka Plan, and skipping grades, and in the secondary

school, such as: early introduction of "higher" subjects (advanced mathematics or a foreign language), doing three years' work in two years, and carrying extra subjects and thus being graduated from a four-year course in three years.

Recent studies on the nature of adolescents suggest that proper social development is perhaps their most critical problem. Consequently, success in acceleration plans depends largely upon the delicate weighing of the background of each child's personality. Important factors are the child's social experience, his attitudes, his natural aptitude for social adjustment, and his degree of social maturity.

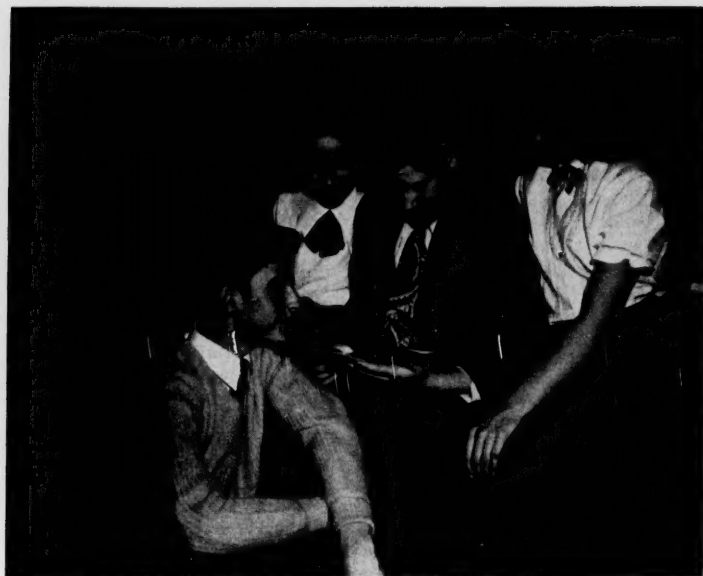
If the administrator does not accept the principle of acceleration, he may turn to the method of segregation. Controversy over this matter has side-tracked many a desire to provide for the gifted. Segregation may take several forms. The commonest are as follows:

1. Set aside a whole school, as is done in the Robert E. Lee Junior High School in Baltimore. In Allentown, Pa., superior pupils from all over the city are brought together in one school for Grades 4, 5 and 6 for what are known as "opportunity classes."
2. A division within a school, as is done in P.S. 208 in Brooklyn, N.Y., where individual progress classes with enriched programs are set up especially from Grades 3 through 8. Cleveland has a number of major work classes in its elementary schools throughout the city. In these cases segregation does not mean isolation, since the pupils in these special groups have many contacts with the other children through clubs, gymnasium, music and the playground.
3. Semi-segregation—as in the "workshop" groups at the Colfax Ele-

Administrative problems in

ALBERT I. OLIVER

Assistant Professor of Education
University of Pennsylvania



STUDYING FOR RADIO MUSIC QUIZ, PUBLIC SCHOOLS OF DEARBORN, MICH.

educating **THE GIFTED**

mentary School in Pittsburgh. The gifted are assigned to regular homerooms in which they participate in the usual homeroom activities. The rest of the morning finds them in special workshops in which they receive their academic training in about half the usual time and then are free to work on an enrichment program. In the afternoon they rejoin their own age groups for the special subjects of art, music, science, library, gymnasium and swimming.

4. Modified plans—high schools offering differentiated curriculums have a form of segregation, although there has been little attempt to base admission on giftedness other than to assume that the college preparatory program is for superior students. Another modification is to set up special classes or honors groups. One such interesting group is now found in a special senior English class in the high school at Lower Merion, Pa. At the Monroe High School in Rochester, N.Y., there

is a more specialized program that in effect amounts to a school within a school.

Some secondary schools are experimenting with seminars. At Floral Park, N.Y., there is a "senior seminar group" for students selected on the basis of intellectual ability, class performance, originality and a capacity for leadership. These students were freed from the usual school and curriculum restrictions to work on projects of their own planning. At the high school in Swarthmore, Pa., a special seminar meeting twice a week is now being tried out.

Segregation, as a principle, is supported by the beliefs that (1) a teacher can do better work if the pupils in a given classroom are at the same approximate level of ability, *i.e.* it is easier to teach when the I.Q.'s are all about 125 than if there is a range of from 80 to 160; (2) the special-class plan facilitates curriculum enrichment; (3) the upper-level pupils will be re-

Suitable education for the gifted will cost money, but, if properly carried out, the profit to society and the benefit to the individual will make the investment worth while.

leased from the slow pace of mixed groups and can work on a program more challenging to their abilities, and they will find increased stimulation, and yet a humbling experience, in working with their equals; (4) for the other pupils there will be less discouragement and a greater chance to emerge as leaders.

Some subscribe to segregation at the upper secondary and at the college levels but frown upon it in the elementary school; others reject it as a principle on the grounds that it is undemocratic, that it is not "life-like," that it will develop feelings of superiority. Boiled down to its essentials the problem becomes one of the desirability of homogeneous grouping. There is considerable reason to believe that the alleged shortcomings are not inherent but are a matter of creating a proper environment and of establishing a proper attitude in the gifted, in the other pupils, in the teachers, and especially in the parents.

There is one practical consideration that brushes aside much of the discussion on special classes. Many schools are too small to have enough gifted pupils to make any kind of segregation possible.

This matter leads to a consideration of the most crucial problem—that of enrichment. *The mere organization of separate groups does not guarantee a better educational program.* Whether the classes are homogeneously or heterogeneously grouped the ultimate need for educating the gifted is to provide them with an enriched program.

Enrichment assumes that a broad, well integrated program gives a better foundation than mere acceleration. Naturally, the program should subscribe to the principles of a good curriculum in that the content, methods and activities should be selected in terms of the strengths and weaknesses peculiar to the gifted. As such, the emphasis should be upon quality rather than quantity. Special attention should be given to the creative, to the ex-

perimental, to logical thinking. With much less time upon routine work, provisions need to be made for more independent work.

In some schools, such as P.S. 208 in Brooklyn, the enrichment takes the form of broadening knowledge into other fields by adding courses such as creative writing, foreign language and typing. At Allentown and in Pittsburgh the plan is to reduce time for basic work and to use the time "saved" for the exploration of individual interests.

Where there are no special classes, the problem of enrichment becomes one of differentiated assignments or special responsibilities. Another helpful device is to set up a "cell" of three or four of the most superior within a regular class and allow these students to work as an independent group in an atmosphere of mutual stimulation. They are held responsible for the regular work but do not have to follow the regular classwork and assignments except when it is deemed necessary for basic understanding.

FIVE SUGGESTED DEVICES

Some other common suggestions for meeting the challenge of unusual abilities are as follows:

1. Have gifted children do more toward the planning, carrying out, and evaluating of their own class work.
2. Expand the range of interests and experiences especially through the activity program in those areas calling for full development of creative abilities—dramatics, debating, science clubs, and literature clubs.
3. Set high standards of accomplishment—not just a matter of grades or high scores but more the challenging with specific objectives of a thought-provoking nature. The gifted should become ready to prove their points.
4. Enlarge firsthand experiences through trips, excursions, construction activities, and supplementary reading. While it may be pointed out that such experiences are valuable for all pupils, again it is a matter of degree, of realizing that superior pupils "take away" much more from such experiences.
5. Develop civic responsibility through extra-school projects that involve community contributions, such as helping adults become naturalized citizens and, come the Ides of March, service on figuring income tax reports.

The recognition of the need for educating the gifted and the consideration of some devices and principles is but

the start. It requires a great deal of work, thought and experimentation to clarify the purposes of an appropriate educational program and especially to find suitable learning activities to carry out these objectives.

FROM THE TEACHER'S ANGLE

In the belief that teachers would profit more by working from the ground up on this problem of educating the gifted, the Philadelphia Suburban Study Council undertook a co-operative study in the fall of 1948. Participants from the nine member school districts have been working to learn how to locate the gifted, to try out various enrichment programs, and to begin work on appropriate evaluation procedures. All this takes time, and here is where the administrator fits in. He not only should give such ventures his active support, but also should provide time for this extra work and study.

In the Suburban School Study Council the administrators release the key teachers for afternoon meetings that are held for about two hours each month. Individual schools then supplement this by devoting time to a consideration of the ideas brought back from the general sessions by individual representatives. A description of organizational procedures, as well as suggested enrichment ideas, is available in the 1950 publication of the Suburban School Study Council (University of Pennsylvania), "Programs for the Gifted."

In selecting teachers for these orientation programs, the administrator naturally asks, "Who should teach the gifted. Must she be gifted herself?"

Probably the answer calls attention to the need for a superior teacher rather than a gifted one—if we define gifted in terms of intellectual superiority. She should not be a teacher who dominates her class and who is looked upon as a source of all answers. Rare indeed would be the person who could keep up with the interests of the most capable youngsters; rather, she will be one who grows with her pupils, who guides on the basis of her training and maturity.

Above all, she needs to understand behavior problems in the light of the keener intelligence of the gifted child, to realize that questions are not born of impudence but of curiosity, of a desire to see the reason for requests and acts. She will quickly discover that a uniform "diet" will not suffice to

meet her pupils' needs, that she will really have to know each pupil both in and out of school in order to individualize the curriculum. More than ever she will come to feel that 25 pupils mean 25 curriculums.

While the gifted often have a desire to learn, it has been a common experience that they do not work at the level of their ability; thus, the teacher is faced with serious problems of motivation. In short, she is not a master, but a guide, a person skilled in individualizing instruction in the belief that she is to "teach pupils and not subjects."

Most of this discussion has centered on problems of organizing the school, considering principles and technics of enrichment, and selecting teaching personnel. There are many other hurdles to the establishment of suitable educational programs for the gifted, but in conclusion brief mention will be made of two stumbling blocks. One of the most discouraging features of the plans now under way is that there is an unfortunate lack of articulation, especially between the elementary and secondary levels. Gifted children have made good starts in some of the elementary schools and then—bang!—they are syphoned off to junior highs or senior highs in which the philosophy and the procedures are unsympathetic, if not stifling, to superior students. Instead of experiencing a curriculum fitted to them, the gifted discover that they are supposed to fit into the curriculum.

HOW MEET THE COST?

Will suitable education for the gifted cost money? Undoubtedly; but, if it is well done, the profit to society and the benefit to the individual will be worth the investment. Supplies, facilities, instructional materials, and equipment of all kinds are necessary for the enriched program. Perhaps it will call for the purchase of 50 different books rather than an all-alike set of 30. It certainly will require adequate salaries to attract properly trained teaching personnel. Some schools, such as P.S. 233 in Brooklyn, have utilized the resourcefulness of their gifted pupils to get or to make equipment at relatively little additional cost; others enlist the cooperation of parents to supplement the regular teaching staff with special resource persons.

Whatever the approach, the responsibility of the administrator is to bring the school and the community closer together in the realization that it is the *pupil* for whom the bell rings!

GUIDANCE *without a guidance director*

W. R. SAVAGE Jr.

Superintendent of Schools
Suffolk, Va.

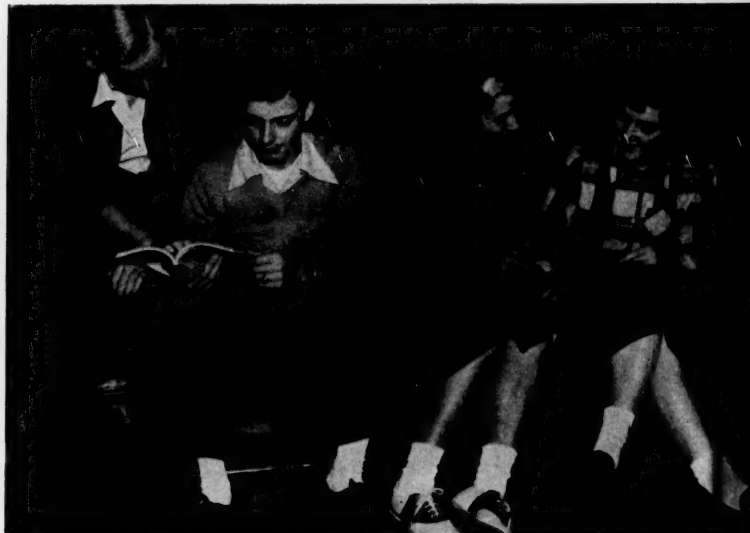
MAMIE BASLER

Teacher-Coordinator, Business Education
Suffolk High School

WHERE there's a school, there's guidance—much guidance by many people—even when there's no "paid" guidance director. The principal behind his desk who says, "Let's have a man-to-man talk, Johnny"; the office secretary who has a smile and a jibe for the many who seek some excuse to use the phone or to get change for the candy and coke machines; the coach who puts his arm on a boy's shoulder as they relive last Friday's football game; the Latin teacher; the librarian—one could go on to call the roll, all the 24 names on the high school faculty. Yes, they're all involved in this business of guidance. There isn't a single guidance director in Suffolk High School; there are lots of them, all 24 working together to round out a smooth running and active guidance program for the school's 373 students.

Students like to drop into the inviting guidance room with its rich toned paneling, mahogany furniture, colorful carpet and prints of flowers and birds, draperies and lamps to browse through the assortment of literature on display. Any school hour a student may have a "heart-to-heart" talk with a counselor on duty, discuss problems, and ambitions, take vocational tests, or just enjoy the atmosphere.

All 24 counselors lend a hand in preparing records and data—certain scores for various kinds of intelligence and diagnostic tests, grades, credits, family histories, recreational activities, and health data; giving information about occupations, training opportunities, and colleges to help students plan their futures more wisely; hold-



Three members of the senior class have dropped into the Guidance Room at Suffolk High School, Suffolk, Va., to chat about their choices of careers and to look over the catalogs of various colleges. Each hour of the school day some teacher is assigned to the room to give assistance to the many students who stop by to browse through the literature. Different types of tests, such as vocational interest and inventory, are given when requested by the students themselves.

ing individual conferences and counseling upon request of a student or teacher; providing successful adjustment in life through a job placement bureau, a follow-up study of graduates and drop-outs, survey forms, and committee reports. All these devices are used successfully in this Group II school in Suffolk, Va.

Committees? Yes, three major ones are appointed by the principal at the beginning of the school year to map out the guidance program for the session. Let's take a look at the educational guidance committee. Its members work with individual schedules of students preceding registration at the beginning of the semester and with individual scheduling problems of students; assist in setting up schedules for students who have proper courses scheduled; provide for long-range scheduling on the part of stu-

dents in order that plans for the future may be successfully made; select and administer certain objective tests to various student groups, and study subject failures with careful attention to causes.

And what does the personal guidance committee do? It directs its efforts toward helping meet students' problems in a manner that leads to more contented living. Frequently students have problems that are not strictly connected with the schedule of classes or with plans for the future. There are certain social and personal adjustment problems—they're problems for the personal guidance committee.

Why have a vocational guidance committee? Certain vocational materials must be collected and made accessible to pupils. Discussion groups must be planned for certain classes

During their free period students frequent the guidance room, boys checking on what the armed services have to offer as well as on postservice training and fields.



"Let's read the directions carefully, Donald," the teacher advises, as she starts the boy off on a vocational interest inventory test.

in high school on careers, vocations, job possibilities, and the like. Outside speakers and consultants must be brought in. Vocational aptitude tests must be administered. Job surveys must be made in the community. A planned program of follow-up for people in part-time or full-time work in the community is needed, and further service must be given to such people if they require it.

Then there are big projects, too, like Career Day. Suffolk High School agrees with Frank Parsons, who said, "It is better to choose a vocation than merely to hunt for a job." Vocational classes are set up as regular classes with student chairmen. Mom or Pop

may go to the classes on a certain day with Sue, who may choose to hear the nurse and secretary before making up her mind which she will be, or with Dick, who wants to listen to what the sales manager or engineer has to say. Who chooses the conference groups to be set up? Why, the students, of course—by using check lists to indicate first and second choices of vocations. Experience has shown that success lies in careful, systematic planning and selection of consultants actually working in those vocations or professions selected.

And College Night brings some 30 college "salesmen" together for a get acquainted fellowship dinner (gratis)

in the home economics dining room. The dinner is followed by conferences with parents and students in designated rooms, with student chairmen. This saves the principal's time and means that students, especially seniors, do not have to be dragged out of classes to hear all the representatives who call, whether they're interested in the college or not. Too, more individual attention can be obtained from a particular representative, and many questions can be asked and answered about specific colleges.

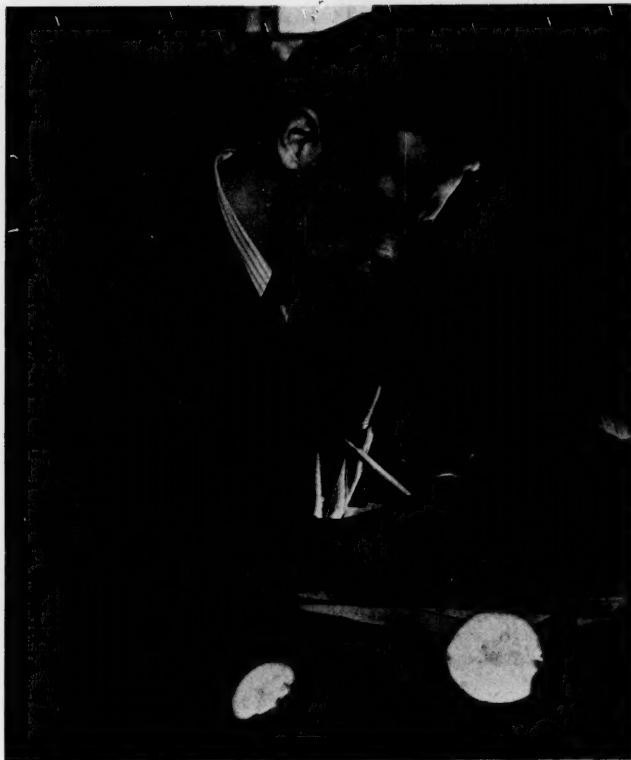
And we begin in the eighth grade. Talks, movies, visual aids get these youngsters interested in vocations, careers, professions, colleges, clubs, and activities in high school and set the stage for years to follow. Students, teachers, outsiders, all contribute what they can to orient these boys and girls to the future and what it holds in store. There is something new this year, too, a class in guidance for nine weeks in connection with social studies. The students use textbooks and other valuable information on such things as "learning how to study," "manners, conduct, morals," and a host of other important material. A comprehensive testing program during the year puts on the finishing touch.

Posters, special displays, clubs and publications, all are directed to lead the student into developing into a well rounded person who is a joy to work with. Yes, it can be done—even without a guidance director!

SOME NEXT STEPS IN EDUCATION

HUGH B. WOOD

Professor of Education, University of Oregon



Schools must come down to earth, must consider everyday matters, such as groceries, taxes, insurance, home heating, and oil for the family car.

THE direction of education is always of concern to educators and laymen alike. The problem today is intensified by the relatively short period that we have had in which to make adjustments after World War II and before what now appears to be another interruption in our normal social processes. Facing a world torn by a conflict of ideas and greed for power and dominance, an unsettled

economy, and possible global conflict, we ask, "What are the next steps in education? What changes are truly needed in our schools?"

First of all, while there is rather common agreement on the general goals of education, there is a great diversity of opinion, and a disturbing uncertainty, as to what our *specific* goals should be. Education always has been concerned with adult rôles

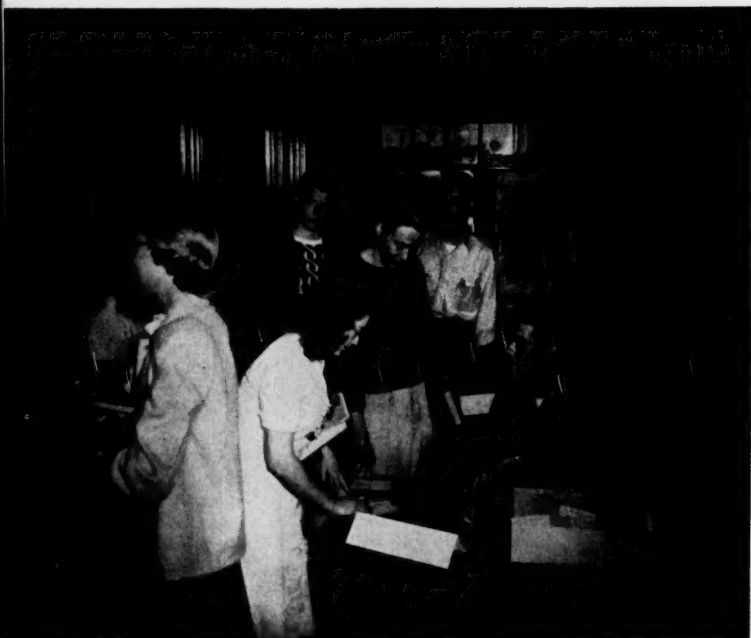
that young people will some day play in society. Few would quarrel with the statements of objectives of various national committees. However, many disagree on the translation of these goals into specific courses and learning activities. When this disagreement is prevalent in a given school system or between the home and the school, something between inefficiency and chaos results. The student pays the price of conflicting points of view within a school, and too often, as a result, does not receive a good education—or a fair deal!

The philosophy or point of view of a school need not be complicated—in one school I know of it is a simple statement: "We believe every child should be happy." But every teacher in that school is striving toward that goal. The result—to prove that kids can be realistic—is demonstrated by the 17 year old boy who, when asked how he liked his school, replied, "I hate school! I go only because I have to. But I'd rather go to Springfield High than any other I know of!"

Another school has as two of its tenets of education, "A hungry child is not ready to learn," and "An unloved child is not ready to learn." The philosophy of still another school is centered on the desire to make school life interesting. While there has been some criticism of the "interest" philosophy, we know that learning is ineffective until the learner is interested. The interest philosophy does not imply that we should "mollycoddle" boys and girls, but there is little use in forcing on boys and girls uninteresting learnings and experiences that will be forgotten in a short time unless they are supported by a "fear" psychology.

I have observed that high school courses that are elective are frequently much better taught—more interestingly taught, at least—than those that are required. Would not English, science, social studies, and other usually required courses be more interesting and therefore more worth while if the teachers of these subjects were forced to compete for students with the teachers of art, music, industrial arts, home economics, and similar subjects?

Some would argue that it is good "discipline" to require boys and girls to study and learn difficult things. No one can deny that boys and girls should be taught to tackle difficult jobs and to see them through to the end. But is there any reason why they should



Once extracurricular, journalism is now scholastically acceptable. Watch for leadership courses, arts and crafts, and guidance to follow suit.

not at the same time be taught to do these jobs with interest and have some feeling of happiness and satisfaction rather than of dislike and drudgery while doing them?

A simple, common philosophy among all of the teachers in a school, even though not in accord with your thinking or mine, is better than no recognized purpose, no goal, no specific end point to be achieved. We must know where we are heading—where we want to go—before we can expect to get there. And we must move toward our goals cooperatively.

In the second place, many of our schools today are trying to do too much on too little. The changing complexion of community life has thrown more and more responsibility on the school for the development of young people.

SCHOOLS' NEW DUTIES

There was a time when the school needed to concern itself only with the teaching of the three R's. Today, however, the school is expected to be responsible for the moral, civic, economic and social training of young people. In addition it must often concern itself with the feeding, clothing

and housing of children; with their recreation and health, both mental and physical; their preparation for homemaking and parenthood—in fact, every phase of human endeavor. The typical school superintendent of today must be an expert on the school lunch program, community recreation, adult education, literary associations, service club organizations, community chest campaigns, magazine subscription contests, extracurricular activities, athletics, budgets, and a hundred other problems.

OTHER AGENCIES MUST HELP

The school, in self-defense, must seek to return many of these responsibilities to the agencies that once assumed them and that can, perhaps, perform them better than the school. The only alternative is more public support for the school if it is to continue to assume these additional educational functions. The home can and should reassert itself in moral training. The church can and should reestablish its spiritual guidance of young people. Health and social welfare agencies should likewise reassume their responsibilities. Unless this is done—until this is done—the school will be un-

able to perform effectively its true functions.

In many communities the P.T.A. has been struggling for years for a purpose, for something to do. Instead of grievance and carnival activities why not substitute help for parents in the art of making a home, or projects on: how to "win sons and influence daughters"; how to build character and personality; how to control petting, drinking, smoking, late hours, disrespect for elders, laziness, lack of purpose—in short, how to direct the healthy development of youth, how to do the things which, because parents have failed, they have expected the school to do? Or why not a project of cleaning up the movies? Or the newsstands? Or bringing better radio and television programs to the community? Or sponsoring the boy scouts and the girl scouts?

In the third place, schools must become more functional. What young people learn in school today does not "carry over" into adult life. For example, there is a lack of respect for the workaday world. Commonly prevalent is the idea that one must "get educated if he doesn't want a dirty job." Many seem to feel that there is a lack of dignity in labor. Many fail to realize that security, especially the kind furnished by government, can be purchased only at the cost of liberties.

There is a group of teachers, fortunately increasing in number, who believe that education is synonymous with living in a realistic fashion; that the school is not some foreign area in the community, and that students may find their best educational experiences by participating in the everyday life of the community. If we want boys and girls to be interested in their communities when they become adults, let us interest them in their community now. Boys and girls who plant trees in a civic park will not be likely to mutilate those trees when they become adults. Young people who visit the courtroom will have greater respect for law, will not shun jury service, will be concerned with the election of public officials, and will assume other civic responsibilities more readily and effectively than will those who are political illiterates.

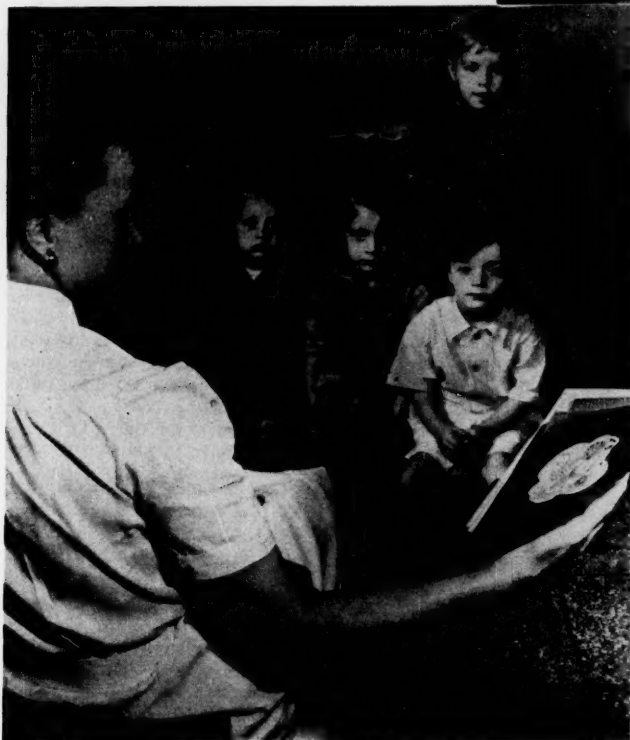
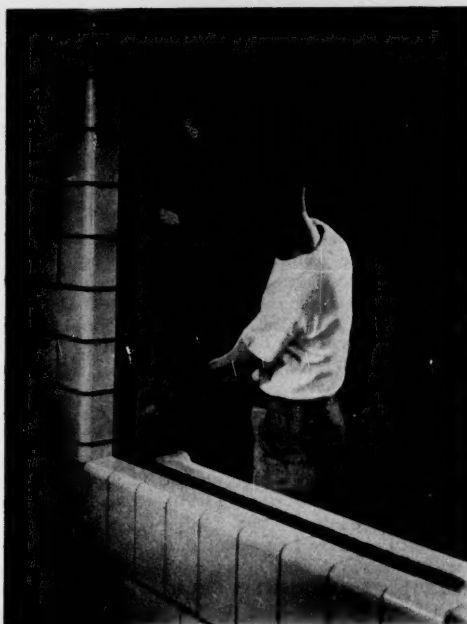
It is one of the major responsibilities of the school to provide a normal transition from school life to adult community life. Public education will become functional only when it be-

comes a part of the community in which, and for which, it exists.

It has always been amazing to me that in social studies classes we study so thoroughly the process of voting, the importance of voting, and, during actual campaigns, the qualities of the candidates. Then we put these experiences "on ice" for five years and later wonder why more adults don't vote and why those who do vote don't vote intelligently. I submit that thousands of high school juniors and seniors are more ready to vote (actually, not in play) than any average group in our society. Why not set up a voting examination and let those young people who meet the challenge participate in this most sacred responsibility of democracy? This is the kind of educational experience that counts. Let's quit "playing" and "making believe"; let's live education!

I marvel, too, at how patiently students endure "the people of the dry, hot lands" and of "the wet, hot lands." If the youngsters of America were

Manual work is due for some educational dignity. Already the laborer's pay check has reduced some of the snobbery of the white collar and the professional worker.



"A hungry child is not ready to learn" is the slogan of one school system. Nor is the unloved child, according to the same school's philosophy.

as well acquainted with the Iron Curtain children as they are with the early American Indians and the igloo-dwelling Eskimos, we would be well on the road to world understanding. As one high school student put it when criticizing world history, "Everyone in the book is dead!" We must abandon our "safaris with Cleopatra" and turn to the challenging social, economic and political problems of the world today.

Mathematics will become functional in terms of making change, keeping personal accounts, keeping family budgets, income tax returns and insurance premiums when we deal realistically with these problems in a classroom, rather than with abstractions and artificial problems. I have known principals who would not let students handle school activity funds because "students are careless," or "it may encourage dishonesty," or "after all, the board holds me responsible." And there are just as many parents who fail to put their children on an allowance at an early age and require them to earn their own spending money. A friend of mine has a charge account so that she "can send Pat [now 13] to the store for groceries." A mathematics teacher of my acquaintance spent four weeks on abstract problems in insurance while the principal was interviewing four agents and selecting

a group athletic insurance policy. Another mathematics teacher faithfully taught the reading of calipers scaled on the metric system to a group of boys taking industrial arts classes in which they were using calipers scaled in inches.

If science is to become functional we must study the effect of heat on lubricating oil as it affects the life of an automobile engine, the principles of house ventilation and heating, the use and care of electrical appliances, the chemistry of paint and other practical, everyday applications of science. We must feed rats and note the effects of nutritional food; we must examine a termite infested house and note the absence of snow on the roof of an uninsulated building. We must deal with abstract theories only as they explain interesting phenomena in the range of understanding of youth.

Several years ago I visited a science teacher for a week while he was teaching "The Community Water Supply." Not once did he mention the somewhat heated argument then raging in the community on whether to install a new chlorinator and purifier at the city water plant! As a further discredit to his teaching, neither did any of the students mention it! The superintendent who kept such a teacher on his staff should be tried on a charge of misappropriating funds!

NO CREATIVENESS IN WORKBOOKS

If English is to make a functional contribution we must spend more time on the development of effective expression, and the appreciation of radio programs and motion pictures and less on syntax, verb forms, conjugating, Samuel Johnson, and a type of English and literature that has dominated the curriculum of our schools for the last 150 years. If we are to make literature contribute to better understanding of our world neighbors we must read about these people and their gifts to civilization. Literature must become a vehicle of ideas, understandings, attitudes and appreciations, not merely patterns of so-called "perfect expression."

Last year I witnessed an experiment in audio-visual perception in which high school English students viewed carefully selected colored slides of pastoral settings — sunsets, mountain views, flowers, and the like—accompanied by semi-classical and classical music. After the showing, students

were asked to give their reactions. One girl said, "That slide towards the end—the sunset—that's the closest I ever felt to God." Another said, "That picture of the mountain peak and the music coming down the scale—I felt like I was 'zooping' down on skis. Gee, I loved it!" Students in another English section in the same school were busily engaged with their workbooks because their themes the day before had been so poor. *Creativeness in expression doesn't come from workbooks!*

These examples of nonfunctional teaching could be multiplied many times, and can be found in other subjects, too. It is a tragic commentary on the intelligence of teachers that such teaching, and unfortunately a great deal of it, can be found in American schools today. If education is to count, it must "come down to earth!"

GIVE THESE IDEAS A TRY

In the fourth place, we must accept, encourage and practice more experimentation in our schools, not only in methods but also in patterns of curriculum organization. Education is dynamic. We shall make progress only as we patiently try out new ideas. Here are a few illustrations:

1. In social studies most schools have one or more fused courses, such as socio-economic problems. In Oregon we have proposed for experimental tryout a two-year world cultures sequence for ninth and tenth grades that fuses world geography, world history, some of the arts and humanities, phases of scientific development, and, if two periods per day are available, language arts activities. This course is a study of the people of the world today. A similar fusion has been proposed for eleventh and twelfth grades in a two-year American culture sequence, combining American history and American problems.

2. An attempt has been made to functionalize language arts by the introduction of special courses in speech, dramatics, journalism, business English, radio and so forth. Emphasis in literature has in some schools shifted entirely to appreciation, and this may mean starting with modern, everyday literature. There is a tendency to divorce literature from grammar. Some schools have combined all language arts with social studies.

3. Mathematics in many schools is now aimed at the consumer. Some schools have fused socio-economic

problems and consumer mathematics (problems of taxes, insurance, installment buying).

4. Some schools have provided exploratory laboratories in art and music, in which young people can try out their talents in various media in arts and crafts, or on musical instruments. Some schools offer art and music appreciation courses apart from technic courses so that greater emphasis may be given to just sheer enjoyment.

5. There is a definite trend toward the curricularization of many activities that were formerly extracurricular. This has led to leadership courses, guidance or orientation courses, hobby and craft courses. These may soon attain equal status with courses in music, art, dramatics, journalism, speech, and physical education—all of which were not so long ago extracurricular.

6. The next experimental move may well be the further development of a single "common learnings" core, embracing all of the minimum essential learnings in social studies, science and the basic skills. Already there is a strong trend toward block-scheduling (one teacher has the same group of pupils for two or three periods in a fused course or in two or three separate courses) thus reducing the number of pupil contacts for each teacher. Certainly, if such a course became desirable, four or five years of college work, properly selected, organized and taught, should be sufficient to train competent teachers.

FROM THE BOTTOM UP

There is a real need for rethinking and reshaping education. However, this should not come from the top down. It has to come from the bottom up. Let each teacher rethink his own work, let him concentrate on making educational experiences more functional, let him throw out the dead wood and spread a little fertilizer on what remains—and general curriculum reorganization will take care of itself. Let's put more emphasis on the outcomes of learning experiences and less on the form. *No pattern of curriculum organization is better than the teachers who use it; no pattern will guarantee effective learning.* Let each teacher reappraise the goals of education and the contributions that his subject can make toward them and then select the methods and organization that enable him to do the best job of teaching.

schoolhouse planning

View of Waite Park Elementary School, Minneapolis, showing covered front entrance to the administration area. Lower line of windows shows location of kitchen and community rooms.

MIDWESTERN ELEMENTARY SCHOOLS

1. MINNEAPOLIS: 24 classrooms
2. LANSING, MICH.: 14 classrooms
3. WILMETTE, ILL.: cafeteria



EVERYBODY HELPED

to plan this Minneapolis school

D. P. SETTER

Magney, Tusler and Setter, Architects
Minneapolis

ONE solution to the problem of fitting educational and community needs into a single building is exemplified in the new Waite Park Elementary School in Minneapolis, that city's first new school in 11 years.

Far-sighted communal thinking started about five years before construction began, when a group of parents in the community organized themselves to study elementary school design and to develop the over-all plan for the proposed school. They also worked on a general planning committee with Minneapolis school personnel and with the architects, Magney, Tusler and Setter of Minneapolis and Perkins and Will of Chicago.

The policy established by the school administration made possible the utilization of every agency within the community in the planning of new construction. Organizations that will use the building, parents, the community council, public agencies (such as the board of park commissioners and the library board), pupils, teachers, school consultants, and administrative staff members worked together with the architects in planning the type of building that would best meet the educational needs of the community.

Every effort was made to combine park and school property in order to develop maximum use of public land. The Waite Park School is located on property which consists of 15 acres; 9 acres are owned and developed by the board of park commissioners, and 6 acres are owned by the board of education. Another site, on which a new elementary school will soon be constructed, consists of 20 acres owned by the board of park commissioners and 5 acres owned by the board of education.

"The result," says Rufus A. Putnam, Minneapolis superintendent of schools, "is a building planned for child growth and development to make possible the kind of program that will meet the educational needs today and in the years ahead."

Some time ago, the board of education approved a program of new

construction and rehabilitation of existing buildings that, it is estimated, will cost approximately \$22,000,000. The Waite Park School and additions to two elementary schools have been completed within the past year. All of these were a part of the new construction program. Contracts have recently been awarded for the construction of two new elementary schools in rapidly growing sections of south Minneapolis at an approximate cost of \$2,000,000.

The program of rehabilitation has moved forward as planned, and to

date the sum of \$3,000,000 has been spent for replacing worn out heating systems and antiquated and insanitary toilet facilities; complete rewiring and relighting of school buildings with fluorescent lights, to meet new lighting standards; redecorating of the interior of buildings; modernization of classrooms, and, in general, alterations and repairs that for many years have been neglected. The rehabilitation program, when completed, will cost approximately \$10,000,000.

The Waite Park School, which houses 22 classrooms, two kindergar-



This is the back of the Waite School. The west wing (left) houses the fifth and sixth grades. Clerestory windows add to classroom brightness.

All the agencies in the community worked together to plan this school to meet their educational needs. These included organizations that will use the building, parents, the community council, public agencies, pupils, teachers, school consultants, and the members of the administrative staff.

tens, a library, an auditorium, a gymnasium, and community rooms, is located on the north side of the 15 acre plot.

The remainder of the site, not taken up by the school structure, has been designed by the Minneapolis park board for all-year use by adults as well as children. There are hard surfaced play areas with play-yard equipment adjacent to the building itself, tennis courts, and, 100 yards from the south wing, a permanent shelter and wading pool. Future plans include grading for athletic fields and considerable

landscaping so that the school-park area will add to the beauty of the new residential development. It is the first time a school area has been planned jointly by the Minneapolis park and education boards.

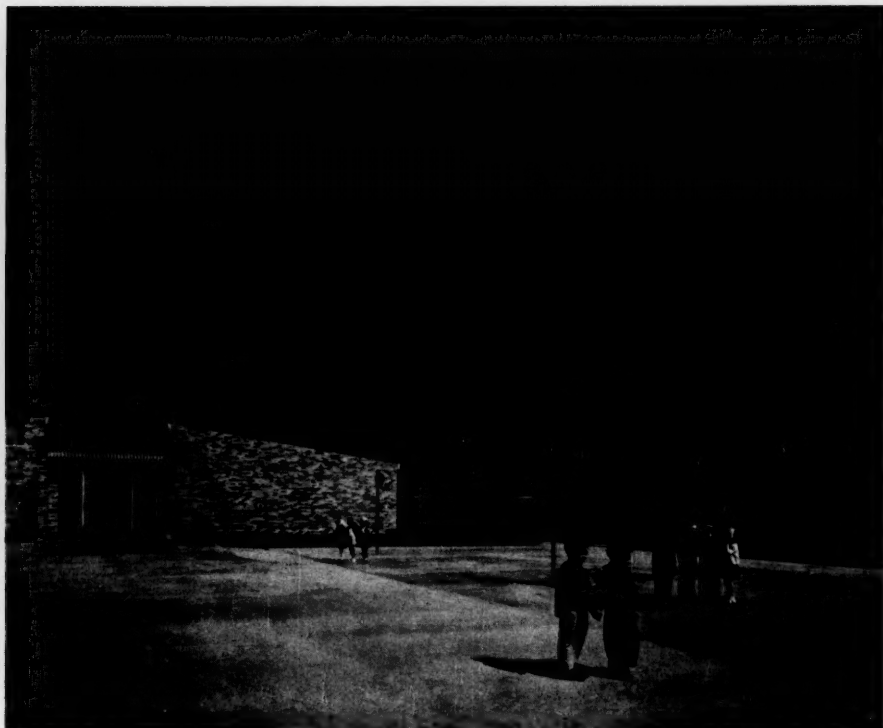
Three classroom wings radiate from a central administrative core. Serving all the school, and easily accessible from a driveway and parking area, are the principal's and clerical offices, the nurse's suite, a library administered by the public library system, a gymnasium, and two sound-proof rooms for school originated

broadcasts and a public address system.

Perhaps the most striking and unusual aspect of this central core is the entrance itself. Immediately to the left of the main north entrance stairway is a cheerful waiting area with lounge furniture and a soaring stone fireplace. It was here that the children had their first Christmas tree and gathered to sing carols. Spirited "look-through" ceramic tiles of familiar animals from children's stories add a dash of color to the partition between the waiting area and the stairway.

The double fireplace also makes the adjacent library with its one wall of windows an inviting place for study or recreational reading. Tables, chairs and benches are scaled to the heights of library patrons.

Each classroom is a self-contained unit, which gives the teacher a better opportunity for complete supervision. Individual toilets serve every classroom. To encourage classroom research and experiments, the rooms for the first through fourth grades have



In the center wing are third and fourth-grade classrooms, administrative offices, the gymnasium, and the library. The east wing (right) contains two kindergartens and the first and second grade classrooms.

rubber tiled project counters and stainless metal sinks with drinking fountains. All rooms, except the two kindergartens, have miniature lighted "show cases," with windows to the corridor, in which classroom projects are displayed.

Since modern educators recognize the psychological advantages of separating children of various age groups, each wing, too, is a separate unit. The east wing houses space for kindergarten through Grade 2. Grades 3 and 4 are in the south wing, and the west wing contains rooms for fifth and sixth graders—the oldest age group in the school. Expected enrollment is about 800 to 850.

As Mary E. Carleton, principal, explains: "This layout lends informality to all our relations with the children. There is no conventional rigidity either in layout or in teacher-pupil relationships." She also cites the usable floor space and movable classroom furniture as contributing to

further flexibility of arrangement within the rooms themselves.

Just as a well planned rural school takes the community into consideration, the Waite Park School makes extensive community programs possible through its well organized public rooms. An efficient and completely equipped kitchen in the basement has a serving counter opening into a long area that can be subdivided into four separate rooms with folding doors. Although most of the children live within walking distance and therefore go home for lunch, it would be possible for the staff to conduct a supervised noon lunch program serving the entire enrollment. A separate room on the same level will be utilized for a crafts instruction and adult education program for which the park board will furnish leaders.

Also on the basement level, near stairs leading from the main entrance,

is an auditorium with a seating capacity of 300. Further accommodations for adult activities are provided by a shower-dressing room adjacent to the first floor gymnasium.

Although there are wide expanses of windows, the heating equipment is well adapted to Minnesota's rigorous winters. The kindergarten rooms, in which youngsters often play or sit on floors for story sessions, have radiant floor heating. The other classrooms have fin pipe radiation with individual temperature controls. All entrances are sheltered.

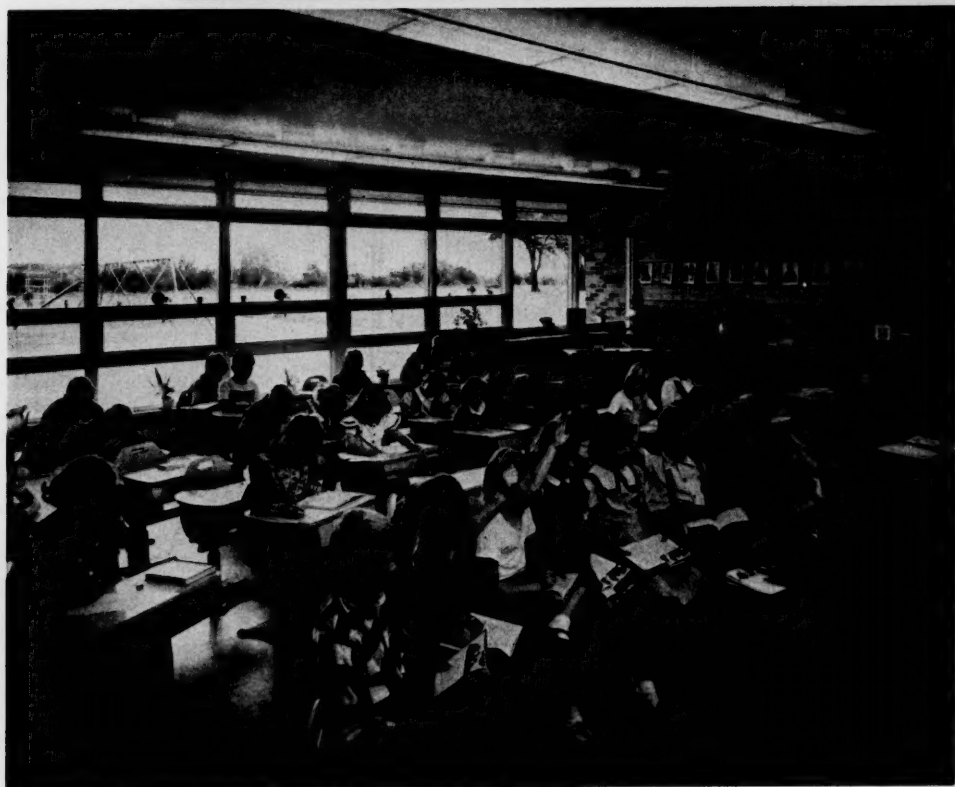
Color has been used effectively throughout the building for warmth and informality. Interior brick walls in classrooms are painted in soft green, yellow or muted rose and are a far cry from the traditional "schoolhouse brown." Exterior walls and corridors are faced with variegated brown and tan brick, with natural finished verti-

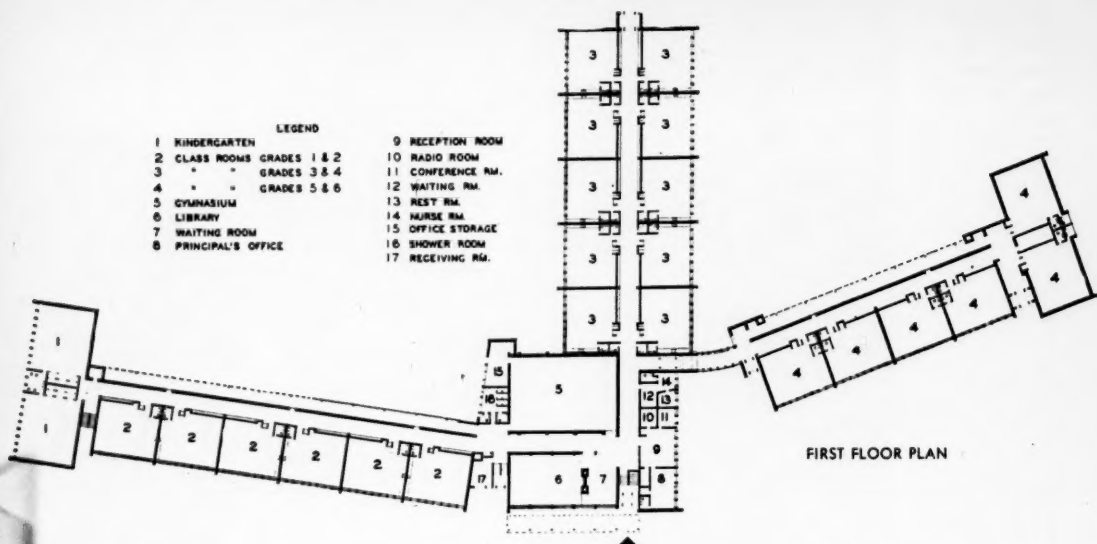
The library serves the community, too. Furniture is scaled for readers of all ages. The librarians' workroom and closet are behind the desk.



Uncluttered floor area in the two kindergartens allows for several activities to go on simultaneously.

One wall of windows and pastel painted brick walls give a friendly, home-like atmosphere to the classroom.





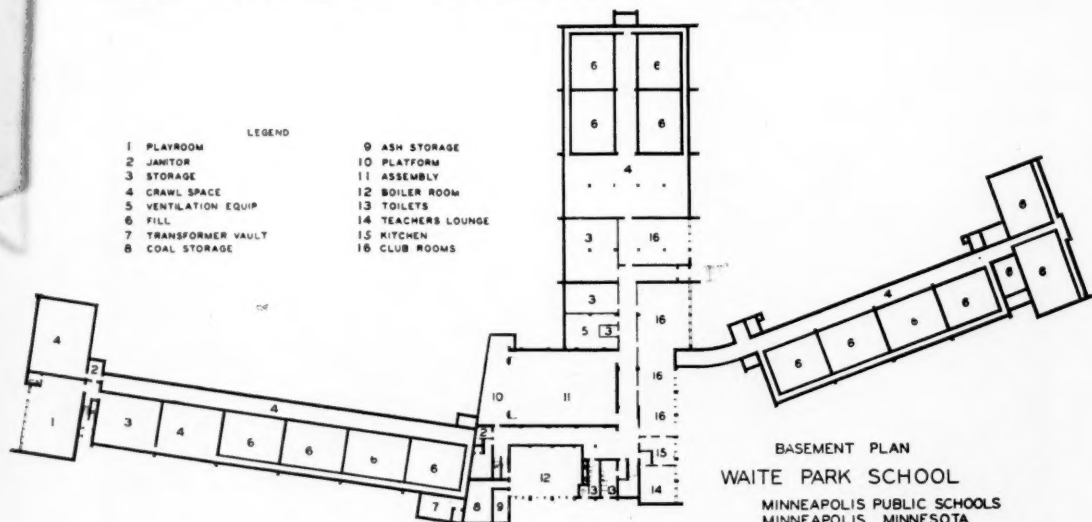
cal wood paneling used at intervals in the corridors for relief. Dark green marble facing beneath the library windows contrasts dramatically with the bright red front doors. Bright yellow makes other outside entrances easy to spot. Recessed lockers give even the corridors a feeling of uncluttered spaciousness.

Another feature that has appealed greatly to the Waite Park School staff is the extensive use of acoustical materials. Acoustical tile ceilings in cor-

ridors eliminate distracting locker clatter; other sound deadening materials under the clerestory windows in classrooms provide further sound barriers.

Asphalt tile floors and floor-to-ceiling glazed tiles in the toilets add to the ease of maintenance and help eliminate upkeep costs. Supplies and equipment are delivered to a drive-in loading area to the left of the front entrance; a dumb-waiter carries supplies to the basement level.

The school was financed out of city funds for postwar construction and improvement at a total plant and equipment cost of \$876,000 plus the \$147,000 for the park board development. Appropriately enough, the school has been named for Edward Foote Waite, a retired Minneapolis district judge who, for 20 years, handled juvenile court assignments and is still actively interested in youth and welfare in the Minneapolis community.



WAITE PARK SCHOOL
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA
MAGNEY TUSLER AND SETTER, MINNEAPOLIS, MINN.
PERRINS AND WILL, CHICAGO, ILL.

SCALE 0 10 20 30 40 50 60 FEET



ELMHURST SCHOOL, LANSING, MICH.

Elmhurst School is a

PLEASANT HOME FOR CHILDREN

IN THE planning of the Elmhurst School, three needs were kept in mind: first, it had to be an adequate, effective educational building; second, it had to be a pleasant home for the children who would spend many hours of each school day within it, and third, it would be built in an area without public building facilities and so must serve the community.

Hence, the self-contained classroom became the objective. Each classroom has an outside entrance, toilet space, and an ample workroom, which provides equipment for the various educational experiences of the public school. Here small sections meet for reading or conference; here they can work on crafts, with counter space and sink at hand; here there is storage space for tools and specimens; here special interest groups can work without unduly disturbing other members of the class.

DWIGHT H. RICH
Superintendent of Schools
Lansing, Mich.

Bilateral lighting, with the outside wall nearly all glass, reduces the use of artificial lighting to a minimum.

Ample storage space was provided for materials and equipment.

By these means were obtained the essential facilities for learning and for pleasant school living.

Because of costs it was impossible to build a gymnasium. However, an all-purpose room was provided which can be used as an audio-visual room, a recreation room, and a lunchroom and will be available for the use of community groups.

The library is near the entrance of the building. It will serve not only the children but also the community, as a branch of the public library. This room has its own outside entrance.

The administrative section provides the necessary office space and includes a clinic room and a special room for teachers to use for conferences or for relaxation.

The entire building has acoustical ceilings. Color has been skillfully used to make the interior bright and pleasing.

Every effort has been made to provide an ideal background for the teacher-pupil relationship and the pursuit of learning.

Because education is a continuing process from birth to the grave, this school building was planned to serve all of the citizens in its neighborhood. Its very structure is expressive of welcome. It is not a monument. It is a building designed to serve its primary purpose in the community—to house boys and girls who are learning to meet the future adequately.



Lee Black and Kenneth C. Black
Architects, Lansing, Mich.

A Departure From Tradition

LEE BLACK and KENNETH C. BLACK

Architects, Lansing, Mich.

THE new Elmhurst Elementary School at Lansing, Mich., was planned, during the preliminary sketch stage, as a complete facility, including 14 classrooms, two kindergarten rooms, an audio-visual room, a gymnasium, a combination school and adult branch library, and all facilities necessary for administration and utility areas. The building was planned in such a way that it could be constructed in three separate units. The first of these units, completed in the spring of 1951, contains the two kindergarten rooms, seven classrooms for the lower grades, the audio-visual room, the adult branch

library, and the complete administrative, boiler room, and utility areas required for the entire finished structure.

Working drawings for the addition of an eight-classroom unit on the west are now being prepared. Construction of this wing is expected to be started this fall: thus all classroom facilities will be available for use during the 1952-53 school year. The portion of the building that has been completed at the present time is indicated in the floor plan on the opposite page.

This building marks a radical departure from tradition in the planning of school buildings for the Lansing

school system. Nearly all of the newest developments in school building planning and design have been incorporated in this structure, with the result that it contains a great many "firsts" for the Lansing school system. For example:

1. It is the first major building in the Lansing system in which the classrooms are all on one floor.

2. It is the first building in the system to make use of the principle of bilateral lighting for classrooms.

3. It is the first building in the system to use radiant heating. All heating is done through hot water pipes buried in the floor construction.

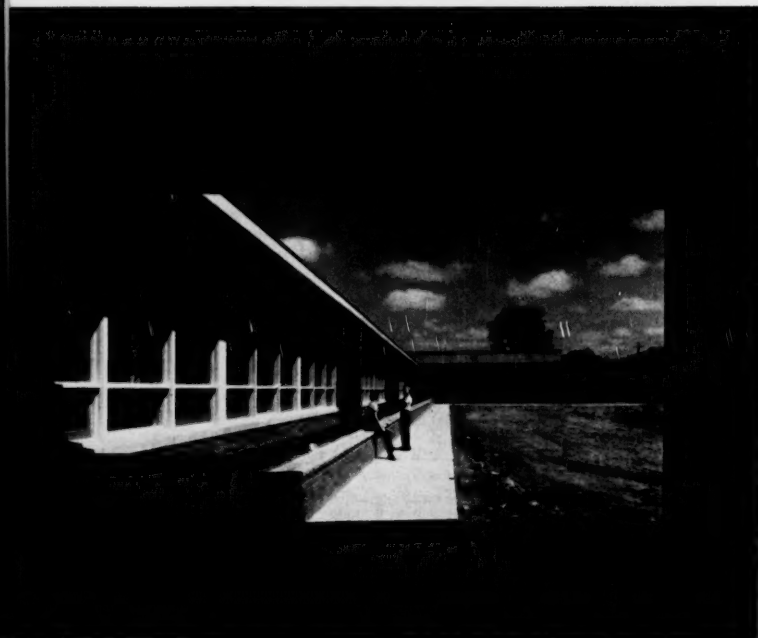
4. It is the first building in the system designed to use oil as a fuel instead of coal.

5. It is the first building in the system designed for exhaust ventilation without a mechanical supply. Air is exhausted through wardrobes and toilets after being pulled into the classrooms through adjacent corridors.

6. It is the first building in the sys-



Each classroom has a wardrobe with slatted wooden doors; above it are storage cabinets.



Above: Glass in the Elmhurst School's windows is graduated in color from the bottom to the top, to help counteract sky glare. Below: Fluorescent lights, with reflectors placed in troffers around the three inner walls, illuminate each of the classrooms. The troffer lights are supplemented by downlights over all blackboards and corkboard areas.



tem to have individual classroom toilets for all grades, but no general toilet facilities for pupils.

7. It is the first building in the system to have individual exits to playground areas from lower grade classrooms.

8. It is the first building in the system to have window sills low enough to permit children to look out and see the ground when they are seated at their desks.

9. It is the first building in the system to have all wardrobes in the classrooms and no lockers in the corridors, thus eliminating a great deal of noise and confusion.

10. It is the first building in the system to have sloping ceilings in the classrooms. These ceilings, low on the outside and high at the corridor wall, are covered with white acoustic panels. They act as a reflecting surface for bilateral light coming through the glass block clerestory during the daytime, and at night they reflect the fluorescent lights concealed in the troffers over the blackboards and wardrobes, thus assuring a uniform light throughout the room at all times.

In addition to these items, we have introduced several unusual features that are worthy of special mention:

1. White marble chips have been used instead of gravel in the roof over the central corridor. These chips provide an unusually high light reflection, which noticeably increases the amount of light entering the classrooms through the glass block clerestories.

2. The glass in the exterior windows is graduated in color from the bottom to the top, to assist in counteracting sky glare. The classroom windows are glazed as follows: The lower sections of glass are clear glass; the center panes are glare-reducing plate glass, with a bluish-green tint; the upper panes are of glare-reducing glass frosted on one side.

3. All classrooms are artificially lighted by fluorescent lights with reflectors placed in troffers around the three inner walls of the room, thus eliminating the need for any hanging fixtures whatever. The troffer lights are supplemented by downlights over all blackboard and corkboard areas. The photograph at the left indicates the appearance of these troffers, with both the upper reflectors and the downlights over the chalk and corkboards being turned on.

In addition to the indirect lighting, each classroom was provided with four

recessed incandescent lights for supplementary lighting, if required. In practice, it has been found that sufficient illumination is provided by the indirect troffers, with the result that the center ceiling lights are to be omitted entirely in the new addition.

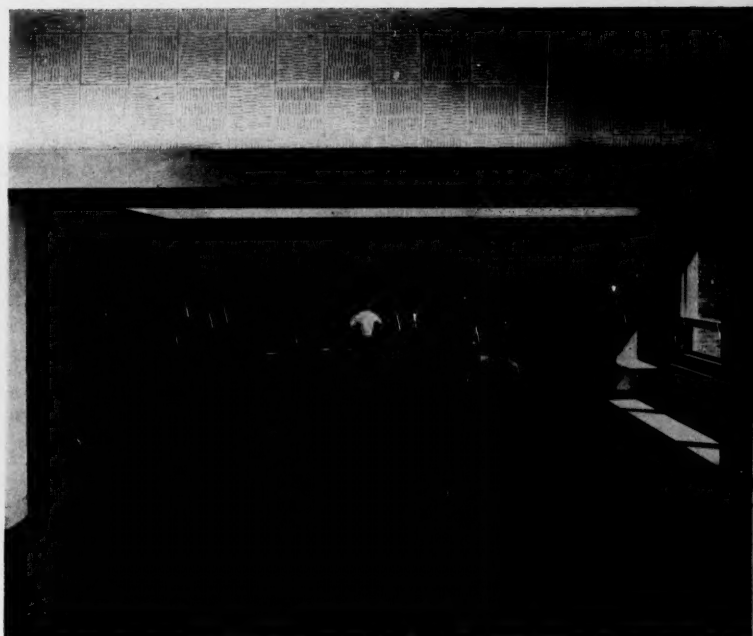
4. The radiant heating system has been designed with two grids in each classroom. The primary grid, consisting of coils relatively close together, is all contained within a distance of 8 feet from the exterior wall. The operation of this grid is controlled by an outdoor thermostat, and this grid provides all heat necessary down to a temperature of approximately 20 degrees above zero. The inner grid is controlled by room thermostats, which turn on the grids to supplement the heat delivered by the primary grids whenever the outside temperature sinks below 20 degrees.

Hot water heating is provided by a self-contained forced draft type of boiler, which does not require a high stack for its operation.

The audio-visual room is intended for the use of all classes and is placed directly off the lobby at the intersection of the present and future classroom corridors, where it will be most centrally accessible. This room has no windows and is artificially ventilated. It provides a central place for the showing of slides, motion pictures, exhibits and other visual aids.

The library facilities are planned for joint school-community use. A separate outside entrance gives access to the main reading room, which has already been constructed. This room has large north windows extending from the floor to the ceiling, thus assuring uniform light during the daytime. The room has its own toilets for men and women and a small workroom, thus making a self-contained unit which is now used for the school during the daytime and by adults during the late afternoon and evening. It is planned that eventually a separate room for the school library will be constructed at the location shown on the floor plan, at which time the present reading room will be devoted entirely to adults. The small workroom has been placed in such a location that it can be jointly used by the present reading room and the future school library.

Special attention should be called to the small room provided for safety patrol equipment. It is immediately adjacent to the main entrance doors. All classroom wardrobes have been



A work area has been built in the back part of each of the classrooms.

provided with slatted wood doors which give a neat appearance when closed and which permit adequate ventilation at all times. A photograph on page 61 indicates the appearance of these wardrobes, with one door being opened to indicate the coat rod and hat shelf, as well as the storage cupboards for classroom supplies above. The same photograph shows the classroom bookshelves and a portion of the work area at the back of the room. This work area is illustrated in detail in another picture; it will be observed that indirect troffer lighting is used in the workrooms.

The kindergarten suite consists of two self-contained units, each with its own workroom, coatroom and toilet. The toilet is placed, for convenience, near the doors leading to the outside play area. A room for the storage of toys and playground equipment, accessible from both outside and inside, is provided as a part of the kindergarten suite.

Corridors are lined with brick from the floor to the underside of the troffer lights, thus reducing maintenance to a minimum and providing much better acoustics than is possible with glazed tile or with combinations of tile and metal lockers. Two oak strips have

been placed along each side of the corridors adjacent to the brickwork to keep the children's clothing from catching on minor projections of brick or mortar surfaces. The ceilings of all corridors and of the main entrance lobby are of acoustic plaster. The corridor itself is indirectly lighted by troffer reflectors, while recessed fluorescent fixtures are used in the higher lobby ceiling.

The site for the Elmhurst Elementary School is drained marshland, which presented an unusual and expensive foundation problem. The contractor was required to install footings at an average depth of approximately 11 feet below the first-floor line. Concrete columns were placed on the footings at approximately 28 foot intervals, and a concrete beam system was installed on the top of the columns to provide a completely self-supporting floor construction. The contractors estimate that these foundations cost approximately \$35,000 more than a normal foundation on good soil would have cost. The total cost of the structure, including the extra foundation costs, but not including architects' fees, furniture, equipment and landscaping, was \$14.75 per square foot or 92 cents per cubic foot.

The need for a CAFETERIA in an Elementary School

MILLARD D. BELL

Superintendent of Schools
Wilmette, Ill.

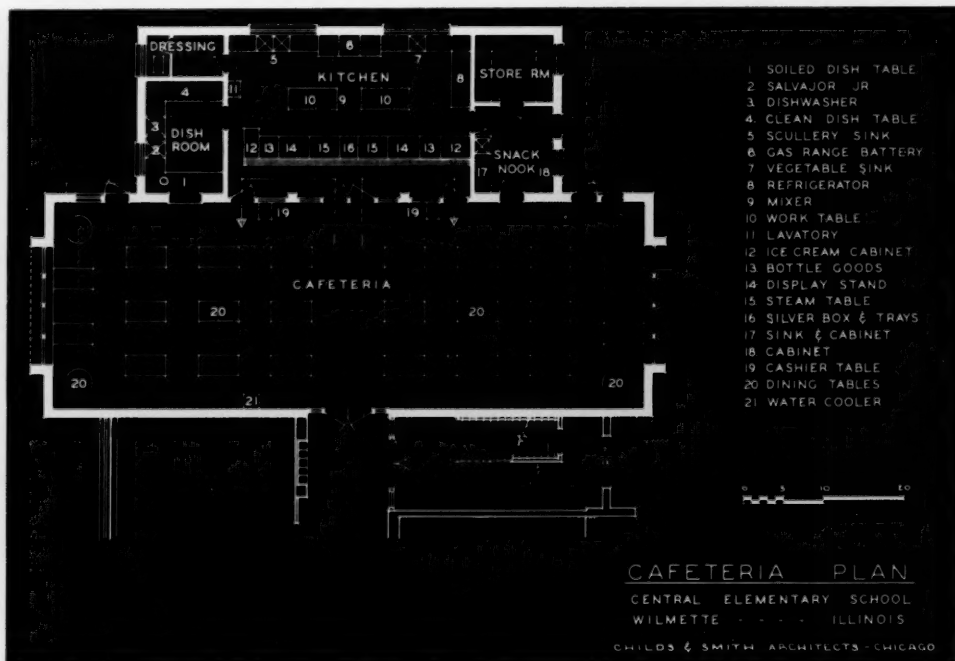
IT WAS a temptation to make this article an argument for the elementary school cafeteria rather than a description of this feature of a modern elementary school. The fact is that some word of justification, if not of warning, is needed as a preface. Therefore, a brief examination into the traditional barriers to elementary cafeterias is given here.

Two patterns of elementary schools developed and still persist in this nation, namely (1) the country and (2) the town or city schools. While the chief differences in the beginning were in size of enrollment, physical factors soon brought other differences

into the program. For example, there was just one grade in a room in town, while all eight grades worked together in the one-room country school. Also, the matter of midday refreshments or lunch was greatly affected by the distances traveled to school. In the town, the distances were short (surveys have shown repeatedly that the old schools were generally located close together and did not serve areas as large as those now commonly recommended), and so both teacher and pupils went home for lunch. But it was a different story in the country. One trip a day was enough for even the strongest, so all stayed at the school for lunch.

This could be built up to the present, when the suburban areas are leading in the installation of elementary school cafeterias. I only hope to point out here that physical factors conditioned people's thinking, and few educators or board members are facing the real educational problems involved in this movement. The laymen are getting ahead of the profession, as witness the state and federal hot lunch programs.

Of course, this is nothing new to the country boy since hot lunches in the country school have been advocated and also provided in many places for the last 25 years. And,

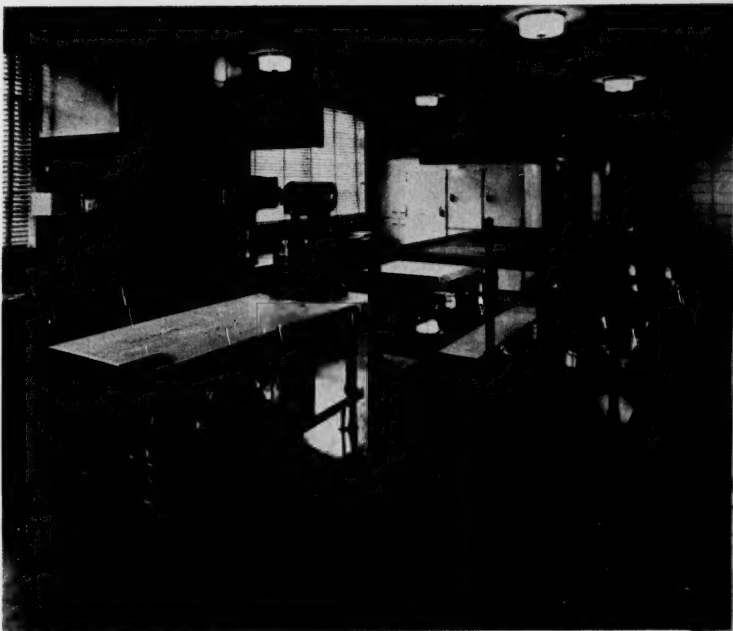


This is the fifth of a series of 10 articles presenting major considerations in the planning of the elementary school. Previous articles have discussed general objectives, the ideal classroom, the central library, and the dual-purpose auditorium. Subsequent articles will consider the gymnasium, the administration offices, the project or crafts room, electrical facilities, and plumbing, heating and ventilation. All the articles are illustrated by photographs and sketches from the Central Elementary School at Wilmette, Ill., as provided by the architects, Childs and Smith, Chicago.

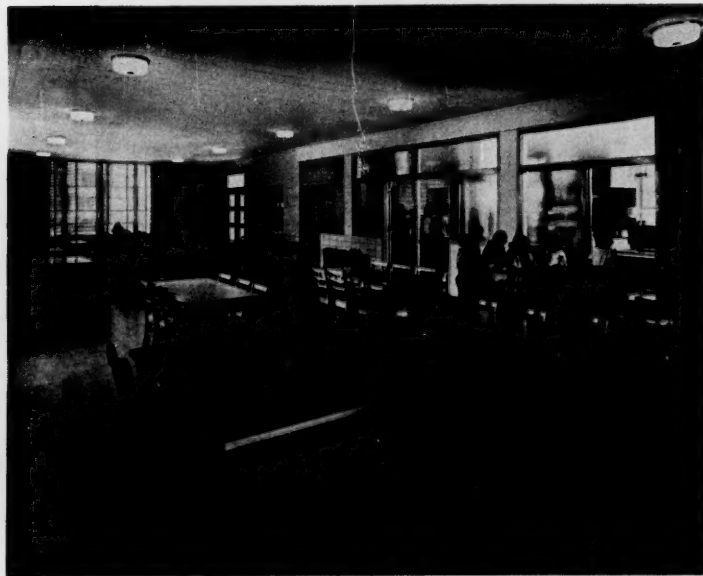
furthermore, most high schools long ago recognized the necessity for providing proper lunch facilities.

The need for cafeterias or hot lunches on the elementary level is real. Educators need to give this program guidance and lead in adjusting the modern elementary school to a day program that truly provides for the whole child.

The elementary school lunchroom should be a special room, equipped for efficient and sanitary food handling. The teaching possibilities of a good cafeteria or lunchroom are innumerable. Advocates of democratic living, development of social responsibility, and so forth cannot find a better laboratory for testing their theories.



On the kitchen side of the room (above) greaseproof linoleum has been laid. Serving equipment is duplicated for two cafeteria lines. The dining room (below) will serve 700, accommodating pupils from other schools. Teachers have snack room (not shown) for their coffee.



People live together when they break bread together.

After sanitation and efficiency comes attractiveness as an essential characteristic of the elementary school cafeteria. This can be obtained through wall decorations (paint, paper, draperies), lighting and furniture. While all are important, the selection of furniture is generally the place where the planning falls short. Upholstered chairs in modern plastics will last as long as other chairs (possibly longer since they command more respect and better care from the pupils). The upholstering can be in bright colors, which can be repeated in plastic table tops, draperies and wall colors. This room can and should be as inviting an eating place as a fine restaurant is.

A room as described here has other uses than merely for the hour and a half lunch period. Here is the location of the coffee pot for that mid-morning pick-up and cigaret. Yes, the faculty, visiting parents, the custodian, clerk and casual visitors will soon find that this coffee circle works fine in the cafeteria. But the room has other uses. The P.T.A. board, faculty members, committees and student council will all find occasions on which they wish to meet in the cafeteria. These rooms actually get a high utilization and add to the quality of the living that goes on in the school.

HIGH SCHOOL ORIENTATION

through ninth grade English

BURTON W. GORMAN

Principal, Emmerich Manual Training High School
Indianapolis

ORIENTATION is one of the few phases of guidance that can be well handled on a group basis. With haste it should be noted that the homeroom is not the best place to do it, the principal reason being that it is difficult to give such matters intense and regular attention in the homeroom. Where, then, should this attention to orientation be given? At Emmerich High School it is an integral part, a unit, of work in 9B English. In virtually all high schools English is required of beginning high school students. In virtually all high schools one of the chief objectives of English instruction is to develop skill in speaking, writing and reading. Why not have students in ninth-grade English

speak, write and read about something that is of vital concern to them at the moment? Their new school and their opportunities in their new school are of vital concern. A little imagination will stimulate that concern.

What are some of the topics and questions with which work in ninth or tenth-grade orientation might deal? If a school is one of the few that publishes a good student handbook, that publication will contain many worth-while topics. If the school publishes no handbook, the teacher and

students together may gather material and duplicate it for their own and future class use. Once a core of material is assembled, expansion becomes easy. All the teachers, the principal, and the librarian become willing assistants and also sources of valuable information.

"Your School and You" is a logical first topic. As a part of this topic the students should find out about the physical plant of the school, when it was built, how much it cost, how it was financed, how much debt re-



English I students visit the art department and ask some questions of the chairman.

mains on the building, its present appraised or replacement value, how much insurance is carried, the extent and value of equipment, the number of volumes in the library, other special equipment or learning materials owned by the school (such as athletic equipment and band and orchestra instruments), and the number of acres in the school grounds. Boys and girls should use some applied arithmetic to figure what the capital investment per student is and the local tax rate for school purposes and what it means to the average taxpayer, who may be the student's father. A committee of students from the class might call upon the school corporation's financial officer, the superintendent or a board member to obtain figures on the total and per capita cost

of operating the school. This should be figured right down to the per school day per student cost. It will give the youngster a greater appreciation of his responsibility for regular attendance at school.*

Of course, it would be logical at some point rather early in the year for the class to make a tour of the school plant. The school's custodian, along with the teacher, should conduct this tour, and, time permitting, every nook (boiler room included) should be examined.

An effort should be made to build up an appreciation of the school's faculty. In almost any high school the faculty is the largest highly trained group in the community. This fact never has crossed the minds of many students—nor the minds of a great

many faculty members, for that matter! A survey of the faculty members, their training, and their experience should be made. Most students will be amazed at the number of colleges and universities whose graduates are represented on their faculty. They will also be surprised at the extent and variety of training their teachers have.

If the faculty is large, a representative number should be selected for study. Faculty members who have distinguished themselves through textbook authorship, professional honors, or leadership and have thus made a contribution to their respective fields should receive special attention from the boys and girls.

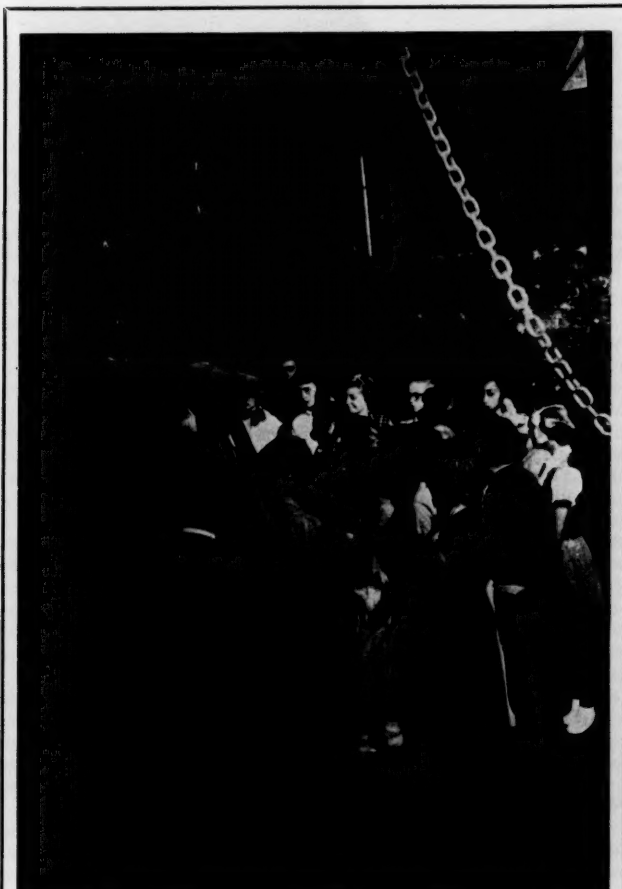
It is suggested that students interview teachers to gather this information. The class should first discuss the interview and be armed with some of its technics. There is no more practical or essential oral English exercise than the "interview," the method by which most people acquire their jobs. Two more oral English technics are used when the student makes his individual report to the class and group discussion follows.

Should the teacher wish to test the students' skill in composition, he might ask them to write on "What I Expect My School to Do for Me," or some such topic. However, such a topic should wait until the boys and girls know to some extent what the school is capable of doing for them. At some time during the consideration of this first topic students should have the opportunity to look briefly into the history of their school and perhaps into the history of high school education in the nation at large.

All of this should lead to greater appreciation on the part of the student for his school and what it can mean to him.

The orientation unit should also include a study of the curriculum and how to plan one's program of study for the high school years, the requirements for graduation, some things about college entrance requirements, the creed and traditions of the school, the school's accreditation by state department and other accrediting agencies, school government and student participation in school management, and other details of organization. Routines, fees, classification of stu-

*The per student per day cost of Indianapolis high schools for the school year 1949-50 was just a little less than \$2.



The 9B's learn from the head custodian and engineer how the boiler is fed.



A 9B panel reports to the class results of interviews with cafeteria manager and cooks.

dents, the grading system, honor roll standards, and attendance and tardiness procedures should receive such attention as is necessary to supplement the work of the homeroom and make these things clearly understood.

School courtesy — cafeteria, school party, and auditorium decorum — should receive special attention. We need not expect a great many of our students to know how to manage themselves in these situations unless we teach them. They will have other closely related questions, all of which should be answered.

The library should have special and prolonged attention. The student should become acquainted with the number of volumes, the periodicals available, guidance and college catalog services, the classification system, and how to use all library services.

How to study and how to plan study programs for the day and the week are natural topics for the orientation unit. They are also closely related to the improvement of reading, the development of a more exact understanding of words, the practice of outlining or briefing a topic, and the learning of a standard form for all high school written work. These are all a natural part of the instruction in English.

All of the way through the orientation unit the emphasis should be placed first of all upon the develop-

ment in the student of a thorough-going appreciation of his school and the opportunity it offers him. The mistake that is often made by teacher and student, that of taking too much for granted, will thus be avoided.

The fact is that many teachers attempting to give students guidance in course selection often do not know with any high degree of accuracy and completeness just exactly what the school offers in some departments. When the orientation teacher finds this to be the case, she and the class should take steps to cure their ignorance. The head of the department in question might come in to explain his department's offerings to the class. A committee of potentially interested students might confer with the department head or other teachers in the department and report back to the class. Members of the class or the entire class might visit certain classes and see firsthand what goes on there. The approach should vary with the extent of interest, the intensity of the ignorance and the complexity of the problem.

OUTCOMES TO BE EXPECTED

An orientation unit, well handled, will carry with it certain important outcomes and by-products.

1. It will make each student an excellent public relations agent for the school. Knowing the virtues, the dis-

tinguishing marks, and the special offerings of his school, he will discuss these things at home and elsewhere.

2. Having a greater appreciation of his school and a more thorough understanding of its offerings, the student is much more likely to take full advantage of his opportunity and to stay in school until he is graduated. Thus the school will serve him better and longer.

3. The information is given to the student at a time when his curiosity about his school is at a peak level. His receptivity can therefore be expected to be greater and his learning more thorough.

4. In interviewing teachers about their education the student has a good chance to get his own appetite for higher learning whetted. Thus, future learning is motivated, and when the youngster looks forward to further education he improves his effort in his present school situation.

5. A natural motivation for the development of important oral and written skills in English is provided. The interview, the oral report, and the class discussion technics get special lifts.

6. Finally, an important contribution to improved citizenship is made. If the student comes to believe more fully in his school, he will become a better citizen of that school community.

High school districts seem to be

OUTLAWED in Montana

MARY M. CONDON

Montana State Superintendent
of Public Instruction

C. R. ANDERSON

Administrative Assistant
Montana State Department

MONTANA school districts suffered a severe setback on June 14 from the state supreme court decision in the Madison County high school district case. The decision affirmed a lower court decision that high school districts could not be considered separate corporate entities over and above the component common school districts for bonding purposes. Further, the decision was written in such a way and had so many ramifications that for a time it was questionable whether high school districts were legal in any way, shape or manner.

In 1933-34 the extraordinary session of the legislative assembly of Montana enacted Chapter 47, providing for the grouping together of several common school districts to form a larger tax base for bonding purposes for high schools. The law was formed primarily to take advantage of federal money grants for school building purposes. Many counties formed these high school districts, bonded on them, and proceeded to build. This continued until 1946, when the attorney general declared the law inoperative, as it had been set up for public works projects only.

In 1947 the legislative assembly reenacted the high school district law in Chapter 275 and provided that any county could divide itself into high school districts upon the application of the board of trustees of any high school in the county. The high school commission of the county, which was given the power to make the division, was composed of the three county commissioners and the county superintendent of schools.

TO SPREAD THE COST

The main object behind the entire division was that high school districts would be formed within the approximate attendance areas of each high school, thereby spreading the burden of school building construction over the area that contained the students who went to that particular high school. The law specifically stated that high school districts thus formed were separate corporated entities as compared with the common school districts and that each could bond up to the constitutional limit of 3 per cent of the true and full value of all the property in the particular district. Thus it would be possible for the

districts composing a high school district to be bonded up to 6 per cent of the assessed valuation. By 1951, 40 counties had divided into 133 high school districts and had obligated themselves up to approximately \$6,500,000 in bonds on those districts.

Several other suits concerning high school districts have been instituted in district courts in the last 15 years. The decision in *Pierson vs. Hendrickson*, Dawson County, in 1935 upheld the validity of Chapter 47. The decision in the case of *House vs. School District No. 4*, Park County, in 1947 upheld Chapter 275 and the double taxing idea of high school districts. Both these cases were appealed to the state supreme court and sustained by that body.

HELD UNCONSTITUTIONAL

Then came the district court case in Madison County. The district judge held that high school districts were unconstitutional insofar as adding an additional 3 per cent bonding power over that of the common school district was concerned. The case was appealed to the supreme court, and that body sustained the lower court's decision on June 14, 1951. However, the court did stipulate in the decision that all previously bonded high school districts were validated.

This, however, was only one side of the picture. In 1949 the legislative assembly enacted Chapter 130, which provided that high school districts could be levied upon for taxes to support the operation and maintenance of high schools. Principal and initial support of high schools comes from a 10 mill countywide levy, with some funds coming from the state. However, anything above a certain part of the foundation program was formerly an obligation of the common school district wherein the high school

was located. Chapter 130 made this an obligation of the high school district. This was considered good business, as it spread the tax base for the operation and maintenance of high schools over a broader area and among those people whose children attended a particular high school.

RULING THOUGHT FAR AFIELD

When the supreme court decision was made in the Madison County case the question was raised as to whether high school districts could be taxed for operation and maintenance. An opinion of the attorney general of Montana stated: "Levies on high school districts and the countywide levies for the maintenance of high schools are valid and legal levies."

It was felt by many school people and attorneys in Montana that the decision of the supreme court in the Madison County case went far afield from the original question submitted to the district court of Madison County. The original question was whether a high school district could bond itself up to 3 per cent of its assessed valuation in addition to 3 per cent on its component common school districts. As the decision finally came out it was hard to tell whether high school districts were outlawed and made unconstitutional in every respect, and even whether county levies were constitutional. There is no question but that there will be several lawsuits on this matter, not only in regard to bond issues but also in regard to the high school district as a taxing unit. Six high school districts had voted bonds and sold them, but actual delivery had not been made. Bonding companies refused to pay, and this action is likely to inspire several lawsuits.

It was interesting to note also that the people of Montana by a referen-

dum measure in the general election of 1950 approved a constitutional amendment to increase the bonding limit for school purposes from 3 to 5 per cent. This made the decision of the supreme court in 1951 not so disastrous as it would have been under the original 3 per cent limit.

The main argument behind the supreme court decision was that the constitution arranged for only one type of school district, the common school district. School people point to Article XI, Section 1, which provides, "It shall be the duty of the legislative assembly of Montana to establish and maintain a general, uniform and thorough system of public, free common schools," and to Section 6, which says, "It shall be the duty

of the legislative assembly to provide by taxation, or otherwise, sufficient means in connection with the amount received from the general school fund to maintain a public, free common school in each organized district in the state, for at least three months in each year."

In the meantime the 1951-52 school year has begun, and school people are hopeful that a satisfactory solution can be worked out on high school districts. Levies for the year have been placed on high school districts on the basis of the opinion by the attorney general. No doubt other cases before the courts will tend to clarify the issue, and legislation for 1953 will be prepared with close attention to its constitutionality.

High school youths can be taught

COMMON COURTESY

CHARLES L. WORTH

Supervising Principal, Upper Freehold Township
Allentown, N.J.

IT WOULD seem that the distress displayed by many school superintendents and teachers when they are speaking about the manners of youth could be appreciably reduced by the recognition that courtesy and manners are teachable technics. Children and adults do not just develop the habitual use of the accepted expressions of politeness. There must be a conscious effort to inculcate the desire to learn them, a long period of practice to seat them deep, and firm insistence upon their being used on every right occasion.

A recent article describing the British Winchester College (500 years old) mentioned, "To Winchester men the motto, 'Manners Makyth Man,' on the school coat of arms sums it up: rugged discipline and a sound education, not noble birth, determine a man's stature."¹

Truly, good manners do furnish some lubricants for living in an un-

smooth world. The coarseness, the callousness, the corrosiveness of neglect, and the rusty hinges of mutual respect cry out for the oil of human kindness so often a part of common courtesy.

The spontaneity, zest and spirit of youth are priceless and important, but it is possible to inculcate those teachable technics of graciousness that can be spontaneous, zesty and within the spirit of youth.

There are few educators who would not admit the existence of problems of human relations which emanate from the lack of the practice of common courtesies. These courtesies are not extensive or built around insincerities and the complicated weavings of an Eighteenth Century etiquette. They have to do with greeting one another; they have to do with the expressions of gratitude; they have to do with expressions of apology or regret for mistakes, inconveniences and disservices to others.

These things should not be too difficult to teach or too time-consuming

for the tremendous return upon the investment of energy and time.

The following simple four areas of courtesy, it is believed, should receive the attention that would cause them to become an automatic part of school life and living in general:

1. Greetings (good morning; good afternoon; hello; good-bye).

2. Appreciation (thank you; applause).

3. Apology (excuse me; pardon me; I am sorry).

4. Actions (holding a door open for an adult; obtaining a seat for an adult; listening attentively at a listening time).

Common expressions of courtesy are not unimportant. Their use has a distinct bearing upon the broad subject of human relations. Their practice eases the way to understanding and appreciation of differences.

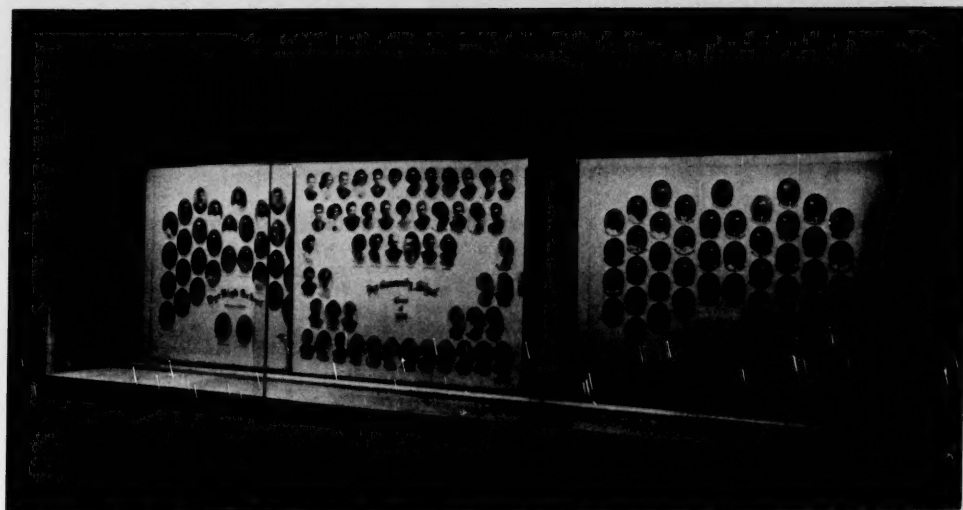
It was the great French statesman Tallyrand who said that all the world has known for many, many centuries that good manners are among the most useful habits that an individual or a people can possess. Perhaps the briefest good definition of manners is this: "Good manners mean, fundamentally, consideration for others."² However, it must be pointed out that consideration alone is not enough. The expression of consideration is the vehicle which transports the spirit of consideration.

To inculcate the practice of these common courtesies in the secondary school presents an interesting problem of organization, implementation and evaluation.

The subject will be presented to the student council through one of its members. The council can be encouraged to delimit the problem to a specified group of the common courtesies. These should be known to all the students and school personnel. The school principal will have to devise ways of encouraging all teachers to practice the specified group of courtesies. The art department can well be used to create impressive pictures to portray the values of courtesy. Many varied auditorium programs can be built around the theme of courtesy and good manners. The service corps, in charge of corridors, assemblies and the school functions, can do much toward establishing the general practice of these courtesies. The homeroom

²Gillum, Lulu W.: Social Usage for High Schools, Kansas City, Mo., Gillum Book Company, 1937.

¹Capa, Cornell, Life, April 2, 1951.



DISPLAY CASE IN LOBBY AT DYE COMMUNITY SCHOOLS, FLINT, MICH.

periods can be the seat of the practice of this important aspect of good living; this demands the kind of teacher who is enthusiastic about good human relations. The school paper can do much on the positive side of this teaching job. Perhaps the most important task will be to establish a condition in the minds of the high school boys and girls that will cause them to want to practice habits of courtesy.

Many devices may be used to create the desire. However, by far the most important factor will be the observable practices among the adults with whom the young people associate. Time must be taken to practice courtesy and to teach the manners that are unpracticed.

A POOR EXAMPLE

Not long ago the story was told about two teachers standing in the corridor. One of them dropped his case of keys. A high school boy bent down, picked up the case, and handed it to the teacher. There was no comment. The other teacher remarked, "Why didn't you thank the boy?" The reply was, "That's what he is supposed to do, isn't it?"

Along the avenues of approach to a partial solution of the problem it would seem that the teachers and the principal must give the additional minutes necessary to the transaction of the business of teaching and learning and practicing the common courtesies of living together.

Some suggestions for displaying

THOSE COMPOSITE PICTURES

ONE item in school "housekeeping" that I have long thought should be improved upon is the method of displaying the composite pictures of the graduating classes found throughout the school buildings.

Usually when the problem of "what to do with the picture" comes up, the principal of the school instructs his custodian to drive another nail on which to hang the picture of the most recent graduating class. Generally, the pictures are hung at least 12 feet from the floor, which is too high to display any picture. Frequently the framework of the picture is not too attractive and serves generally as a good dust catcher. Too often the picture is hanging askew.

In most schools today there is a problem of where to hang the picture because of lack of room. Realizing that the composite pictures serve a definite purpose in our public relations program with our alumni, I thought we should give some consideration to the project.

Now we have an attractive place to display the most recent pictures and a place to store the others. The case as shown here is 9 feet in length and has a depth of 24 inches. In the rack are three years of composite graduate pictures. The size of each picture is 33 by 26 inches.

The case is enclosed with movable windows and therefore is always available for use by anyone. The center picture can be moved to one side or the other so that a person may reach back to get any desired composite picture and slide it up to the center. There is room in this case for one hundred 33 by 26 inch pictures.

The case is equipped with a roller track on which the pictures slide. The roller coasters are attached to the track, and the track is attached to the case. The case is installed in a designated opening in the wall, complete with fluorescent fixtures for lighting—JAMES W. RANDELS, *superintendent of Dye Community Schools, Flint, Mich.*



COLLEGE NIGHT

pleases high school students and parents

FIGURATIVELY speaking, College Night suddenly transfers Lakewood High School students to a dozen states and to the campuses of more than 75 colleges and universities, within the walls of the high school.

The meetings are scheduled in the evening so that both parents can attend. However, some daytime visits of individual representatives are continued. College Night had its inception in war time when parents and teachers were grimly determined to give the youth of our community as adequate a training as was humanly possible, with the best postwar outlook. Because of the integrated program of the armed forces, the various service branches as well as institutions of higher learning sent representatives.

During the postwar years and in this semi-war era these meetings have continued to grow in size and enthusiasm. The number of institutions represented has increased by 60 per cent in the last four years. As college enrollments decline, representatives are eager for the opportunity to meet high school seniors, and an organized plan saves time for them. Furthermore, it has become a pleasurable affair for all participants.

Lawrence Vredevoe, now of the University of Michigan, was the prime mover in the program's early years when he was principal of the school.

GENERAL PLAN

Invitations are extended to all institutions that have sent representatives previously or that now indicate an interest. Preliminary postal cards announcing the date, usually the Tuesday after Armistice Day, are mailed in the spring. Follow-up letters of invitation are sent in the fall.

Students are prepared for the occasion. They are urged to consult the college catalogs in the library. Criteria for judging educational institutions are suggested to them. It is to be remem-

bered that College Night is never more than one phase of college counseling. Although the college counselor has the responsibility for planning this special occasion, she also keeps five other counselors informed on this important phase of guidance. They in turn aid students to obtain all helpful data concerning universities and colleges, including information about scholarships. Sometimes a student stimulated by a morning interview with a college representative finds problems he wants to discuss on College Night, which is primarily for juniors and seniors but is open to all.

The representatives are guests of the schools at dinner. Staff members volunteer as hosts and hostesses, one for each two or three representatives. We have followed two slightly different plans for the evening. For some years the principal conducted a brief meeting before the dinner at which the representatives were asked about trends in enrollment, changing requirements, general appraisal of the high school youths entering freshman classes, and other pertinent problems. In other years we have tried informal conversation with punch and hors d'oeuvres, followed by dinner, one or two appropriate talks, and then the evening conferences.

For the latter every room in the building has been made ready. The art department has prepared door signs for each station where a representative, upon arriving, may leave his materials. Three separate conference periods of 30 minutes each give each student an opportunity to explore alternate choices.

It is obvious that every large high school could not call upon the representative of every institution every year, but there is a suggested solution to this problem, namely, the gradual changeover from a single high school to a regional College Night. This was

MARTIN ESSEX and STAFF
Lakewood Public Schools
Lakewood, Ohio

begun last year by inviting the representatives and students of a close-by high school to join with us. This year two more schools have been invited to participate. Furthermore, when single large high schools in the general vicinity have instituted College Nights, they have tried to have the programs on succeeding nights, so that the college representative may visit several schools during one trip. Since the representatives are usually admission officers or field representatives, sometimes we can tie in College Night with a near-by state meeting of these officials. Occasionally active alumni residing in this area serve. Some of them are well informed, but students are inclined to be critical of unofficial representatives who come with more enthusiasm than data.

REASSURING RESULTS

The general response of the college people is indicated by their comments. One said, "It was good to have a chance to see students and parents in an atmosphere which is familiar to them. This seems to help make college admissions much less formidable." Another representative, who did not have a single "prospect" this year, indicated that he wishes to be invited again next year because of the advantage he finds in meeting with so many other representatives. A third expressed the serious purpose behind these efforts by calling it "a chance to serve some of the young men of your community who are badly needed as the leaders of the future."

A chance to serve some of the youth of the community who are badly needed as the leaders of the future! Who would want less in these days of uncertainty and trial and challenge for American youth?

CHALK DUST



NOVEMBER

School superintendents never die as they plod on their way; instead, they simply ossify or slowly fade away. They watch the body politic, the future to espy, until some bozo grabs a brick and socks them in the eye. They stretch their necks the path to see and get a wider view. Vox populi grins gleefully and chops their necks clean through. And when they turn to duck their fate and flee from sneer and jeer, their best friends will not hesitate to kick them in the rear. Or if, perchance, their chin they jut, to their dismay, alas! they get a fearful uppercut which smacks that chin like glass. School superintendents fade away and here's the reason why: They get dismembered day by day, but they're too tough to die.

THE COOKING PROJECT

AMONG ALL the learning-by-doing projects to which modern youngsters are subjected, the most meaningful, wholesome and useless is the Cooking Project. The bewildered teacher who has grown tired of being short-changed by the Grocery Store Project and has seriously depleted her salary by furnishing stamps for the Post Office Project can burn her fingers on the Cooking Project with renewed enthusiasm.

The Cooking Project teaches many skills. Herein the little kiddies learn to melt pots and pans, test the temperature of boiling water on each other, and eventually incinerate themselves and finish things off in a blaze. A closely related value is firsthand experience in First Aid.

There are many practical outcomes from the Cooking Project. However, the candy or whatever-it-is can be donated to the P.T.A. candy sale, and the biscuits can be used as ammunition against the stray dogs which ogle each other on the playground.

Without relish, I remember my first experience with the Cooking Project. We started with a community drive for materials. At the end of the first week, the children had reduced the home aluminum supply to World War II shortages, and every schoolroom was filled with leaky teakettles, broken cups, ancient candle molds and even a tough chicken donated by Elmer's father in a misplaced burst of enthusiasm.

As a preliminary warm-up, we decided to make fudge. Unfortunately, the fudge turned out to be cookies because Robert soured the sugar by playfully dropping a pair of rubbers in the goo.

What a happy, wholesome scene it was with kiddies scurrying around giving each other hot foots and making cheery bonfires of the desks and papers. Little Mike created a delightful diversion by chucking a stick of

dynamite in the stove, thereby allowing the resourceful teacher a chance to explain the effectiveness of the atom bomb, and thus created another Project.

The Project cookies were given to the janitor to appease him because, for some unknown reason, he had developed a surly and uncooperative attitude toward the whole affair. This was the only unfortunate outcome of the Cooking Project for, until his sudden demise, he was a good janitor, and good janitors are hard to find.

INDIAN SUMMER

NOW COMES the Indian Summer, that gracious and delightful interlude that occurs about two months after the school executive has started his year's contract and precedes the first real frigid spell of the year. Now the skies are serene, the air is soft, and the P.T.A. is balmy. The school budget runs merrily on its way with no thought of the freezing temperature in the months to come.

History tells us that Indian Summer is a snare and a delusion, giving forth a false sense of security. The pleasant smoke produced by the campfires of the savages in the outlying districts is said to be but a prelude to sudden and devastating attack. Indian Summer will be followed, say the pessimists, by "squaw" winter, when the thermometer will plummet to new lows. But there is no research to prove that squaw winter has any historical connection with the present-day canasta and bridge season, which is always likely to be a little tough on superintendents.

Indian Summer is the final honeymoon of the year before the school head learns the hard facts of life, i.e., that the football team is much more invincible on paper than in actual combat and that supplies purchased in June must be paid for sooner than you think. The season is characterized by the buzzing of book salesmen, who search for the last drop of honey in the fading flowers. It is notable, too, for the giddy raiment of the lady butterflies as they flutter to conventions ere the winter storms begin.

Soon will come the rains and the bitter cold, the leaks in the roof, and the mud on the playground. But, for the nonce, all is well. Mrs. Balter has not returned from her summer vacation, and the newest teachers have not yet busted their methodologies over the heads of the juvenile juries.

TO THOSE who teach these things are needful: a seeing eye, an understanding heart, a loving hand—and a darned tough hide.

Creative leadership of ADULT EDUCATION

Reviewed by C. LESLIE CUSHMAN
Associate Superintendent of Schools, Philadelphia

WHEN Paul L. Essert was made executive officer of the Institute of Adult Education of Teachers College, Columbia University, some three or four years ago, he was commissioned by the administration of that institution to take the time needed to see adult education in America and to formulate his own conclusions as to where we are in that field of endeavor.

The publication of this book, "Creative Leadership of Adult Education,"* represents the fulfillment of that commission.

The most interesting portions of the book are those that report practice. A goodly number of these descriptions are gathered in an extended section of the book, to be used as a discussion guide in leadership training courses. Many others are used to illustrate and to clarify the analysis of adult study, when such study is related to personal objectives and directed to community development.

As one reads this book he will be impelled to ask, "Just where are we in adult education?" Viewed quantitatively, business is good—15,000,000 persons enrolled in adult education in 1924, 22,000,000 in 1934, and 29,000,000 in 1950.

While these totals may be overly optimistic, it would appear that the increases present an accurate picture of the trend. In brief, we do well to keep in mind (1) that the present enrollment in adult education and the enrollment in schools and colleges serving children and young people are numerically about the same and (2) that the enrollment in adult education has doubled since 1925.

There are two features of the qualitative picture reported by the author that are heartening. First, American adult education "has been created by the people who use it, and it is personally meaningful to them. . . . No state or ruling party has fashioned it into a system. . . . Forms of adult education change when they are no longer useful to the people" (p. 161).

In the pages that follow the foregoing quotation there is a splendid analysis of the contrasting characteristics of education in "The Personality Centered State" and "The Institutionally Centered State." It appears that the American people intuitively have tended to shape the institutions of adult education in ways that accord with the first of these. This year, at least, leaders of adult education should not leave this to intuition. They will do well to be clear about such contrasting characteristics as are seen by the author and to direct their efforts in ways consistent with education for the development of rich, well rounded personalities.

The second heartening feature of the qualitative picture is the rich

* Prentice-Hall Inc. 1951. Pp. 33. \$3.75.

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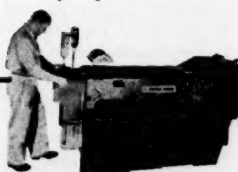
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variety of beginnings in adult education, related to many and varied purposes.

We turn now to the conditions that warrant concern.

In the personality centered state, adult education should assist men and women to achieve maturity. Maturity is a process of growth in which the individual continuously achieves a more complete sense of his needs and, acting under his own disciplines, seeks to do something about those needs.

These needs the author classifies in five categories: "(1) occupational

achievement; (2) understanding, or search for truths and beauty; (3) self-government; (4) close fellowship, and (5) intermittent solitude" (p. 17).

While we may be heartened by the fact that there are many promising beginnings in adult education related to each of these five needs, there are disturbing elements in the total scene.

First, the relative emphasis given each of these needs leaves much to be desired. Occupational achievement, important as it is, receives an emphasis that relatively is unwarranted. This, however, is understandable at the pres-

ent stage of development of our industrial society. But it is not a matter about which we should be complacent.

More important, however, is the lack of balance and completeness that characterizes the learning experience of individuals. There are several factors that contribute to this situation. First, there is a tendency to assume that adults know their needs when they enroll in adult courses. In reality, knowledge about one's needs should be a goal of education. It is the business of leaders in adult education to develop a counseling service and to conduct adult classes in such ways as to help each student develop increasingly a well rounded understanding of his needs.

Secondly, "adult learning experience is still fragmentary, spasmodic and lacking in continuity" (p. 44) because there is little cooperative planning of adult education. To counsel students wisely two things are needed: The leader must himself have a clear understanding of the full range of adult needs; of equal importance, he must know the community's resources for meeting those needs. This places a challenge before leaders (who in many cases are already overworked) that cannot easily be met. But it is heartening to find evidence of progress, particularly in the work of labor unions and the Cooperative Agricultural and Home Economics Extension Service.

Among the many problems that concern the author, two are of universal concern. Where to get leaders? How to keep a creative beginning going? To hope for conclusive answers would be asking too much. There are, however, many examples that contain useful suggestions.

The reading of this volume left me with three generalizations about adult education. Here they are:

1. We have come a long way in adult education in America. Our progress is especially heartening when it is viewed in the light of the limited resources and lack of coordination of effort that has characterized education at the adult level.

2. The present situation, however, holds no particular promise of a renaissance.

3. The challenge to survival and international leadership that the contemporary scene presents to America makes it imperative that we build our programs of adult education with increased insight and vigor.

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Audio-Visual Aids



Photos, courtesy of Minneapolis Star and Tribune

At left a class in nature study is being televised. During the teachers' strike last year, Minneapolis showed what can be done with television. Whole classes were moved into the television studios to conduct discussions. But most experiments have been, as in this case, made by large school systems, and the efforts to use television have not been continuous.

How practical is **TELEVISION**

for the average school?

HELGE E. HANSEN

Director
Audio-Visual Education Service
University of Minnesota

ALMOST all of the current articles written on educational television describe the impact of television on youngsters outside the school or inform the reader about some isolated instance when television was used in the classroom. Few schools have gone far with their experiments.

Philadelphia is working on the problem, but old buildings, lack of funds, and the usual educational blocks are holding back extensive progress. Minneapolis also showed what could be done when, during the teachers' strike of 1951, whole classes were

moved into the television studios to conduct their discussions. But, again, every instance of the use of television has been in large school systems, which have only too frequently used free station time.

In the light of the foregoing considerations, I should like to explore the practicability of television in the average classroom of the average community in the United States. How practical a learning device is television? How much will television installations cost? Are there other ways to accomplish the same educational

goals just as effectively at a much smaller cost? What learning experiences are peculiar to television?

In the early part of this century Thomas Edison produced silent motion pictures for the classroom, but he was unable to solve the impasse of educational inertia and the high cost of 35 mm. projectors. In the Twenties, the Eastman company produced many more films of a fair quality based on its research studies. These films were for 16 mm. silent projectors. Still little or nothing happened. Some schools did buy the Yale Chronicles of American History and did a fair job of teaching with them, but by and large nothing happened. It took World War II, an emergency, to awaken the schools to a new teaching too—after 40 years! Even today one can still find many schools that have hardly progressed beyond the entertainment stage of the film.

We now have television, another new mass communication tool, being suggested as a means of speeding the learning process. Television is expensive when compared with present-day radio and motion pictures. And it is true that television has some advantages when it can combine immediacy with sight and sound. But can we wait 15 or 20 years for educational television to establish itself in public education? And if 15 or 20 years do elapse, what about the whole school generation that is growing up in the meantime? How far should television be removed from the home as a teaching device?

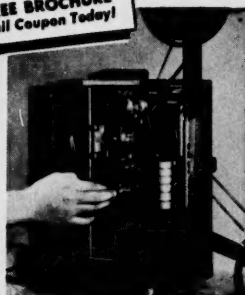
Television is expensive—very expensive. It is true that sets have de-

Amazing New "Thread-Easy" Projector Makes Film Showing *4 Ways Easier!*

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1 Set up in 2 minutes!
No more lost time setting up. With the RCA "400," you can put picture and sound on the screen in *only 2 minutes*. Or let a youngster do it. *It's that easy!*



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Thanks to RCA's new "Thread-Easy" design, you can thread it while you're lecturing... thread it with one hand... thread it in the dark.



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4 Carry like an overnight bag!
Single-case Junior weighs only 33½ lbs. Women appreciate its lightweight, rounded corners, proper balance. No chafing your leg as you walk.

Easiest Projector to Use!

Imagine showing movies with a projector so simple you can set it up in 2 minutes, thread film in 30 seconds, pack up in 3 minutes, and carry lightly as an overnight bag!

Now... thanks to RCA's new "400" Junior projector, you can show 16mm movies *far more easily than ever before!* New RCA "Thread-Easy" design is so simple you can let a 12-year-old child run the projector. They're *top-quality* movies, too. *Both picture and sound far exceed recommended standards of *SMPTÉ... by actual tests.*

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Your precious film literally "floats" through this new "400" projector. "Thread-Easy" design is so amazingly effective, even minor errors in threading will not damage film.

With projector running, you can open and clean picture gate or sound optics... *without damage to film.* And you can project the same film 50 or 500 or 5,000 times... *without appreciable wear or damage to film!*

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It's ultra-dependable, too. Built for the hard knocks of school and commercial use. You can easily replace projection lamp in 45 seconds, exciter lamp in 20 seconds. Rewind 10-minute film in 66 seconds, without changing belts, pulleys, or reels. It's the only projector powered by a big A-C motor, 500% *oversize* for better sound stability. Big motor takes it easy, stays cool, *lives longer.* And it's *quiet.* Operating noise only 58.5 decibels. *Quieter than recommended by *SMPTÉ... quieter than other projectors by actual tests.*

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In a single purchase, Pennsylvania schools bought 572 RCA "400's." Baltimore schools bought 156. Washington, D. C. schools bought 81. Already many thousands of RCA "400's" are out on the job... *giving 4-way help... making things easier... for busy people just like you.*

Operate It! Convince Yourself!

If you use 16mm film in your teaching or selling (and who doesn't?), *you owe it to yourself* to find out about this revolutionary new easy-to-use projector. The new "Thread-Easy" design is the culmination of 23 years of RCA research. Send coupon for demonstration. *Operate it yourself!* Large sales permit surprisingly low price for this top-quality equipment. Underwriters' Approved. Backed up by RCA. Nation-wide service available. *So mail coupon TODAY.*



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RADIO CORPORATION OF AMERICA
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N.J.

In Canada: RCA VICTOR Company Limited, Montreal



RCA "400" Junior. Hand-some blue-green finish. Weighs 33½ lbs. 7-watt amplifier, 8-inch speaker. For medium to large rooms.



RCA "400" Senior. Same as "Junior" except 10-watt amplifier, 10-inch speaker. Projector-amplifier weighs 36¼ lbs.; speaker-accessories, 26 lbs. For larger rooms, auditoriums.

*SMPTÉ: "Society of Motion Picture and Television Engineers," leading authority on projector standards. SMPTÉ recommends "unsteadiness of projected picture less than 3/10 of 1% of picture width."

In RCA "400" projector, horizontal unsteadiness is 1/10 of 1% (3 times as good

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Am interested in ☐ Junior Model for classrooms ☐ Senior Model for auditoriums

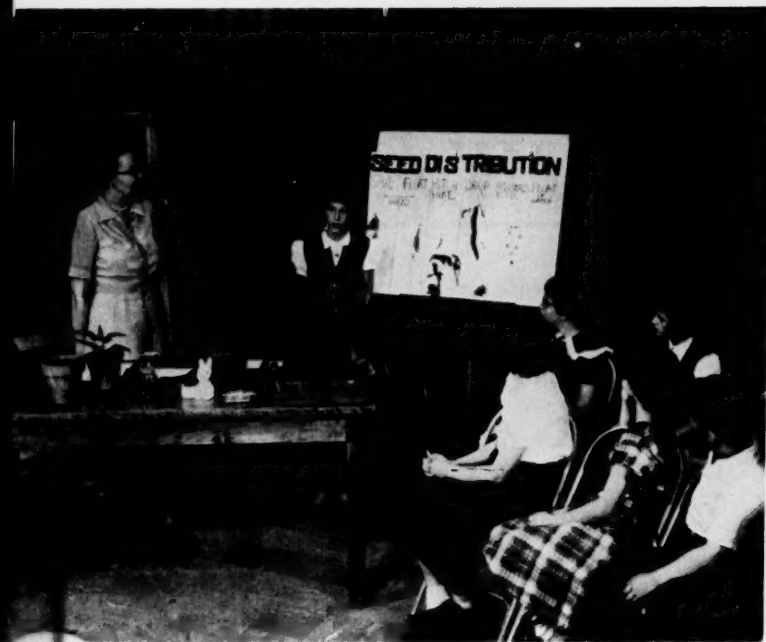
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Position

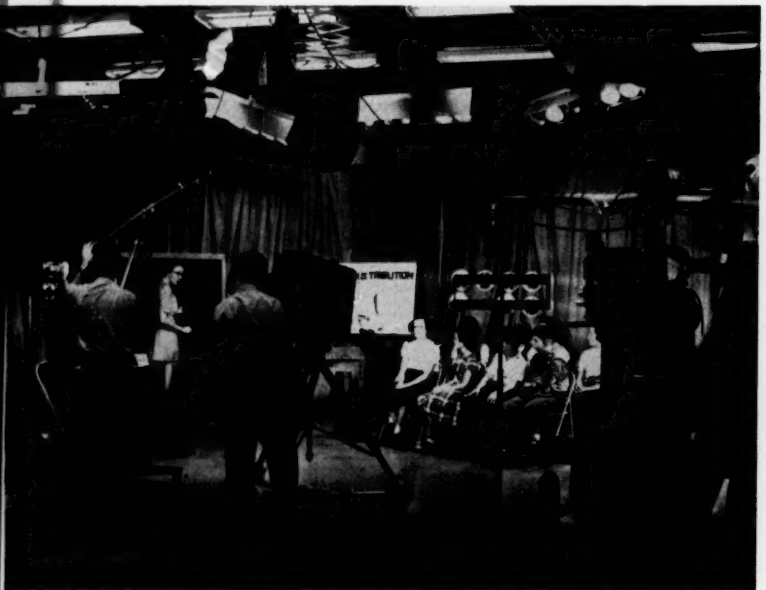
Address

☐ Please arrange actual demonstration





Above: This junior high school science class discussion is being televised. Below: This is the same science class; the studio set-up and equipment are shown here. The average television station, including a low-power transmitter and studios, costs at least \$250,000, it has been estimated.



creased in price during the past year, but the over-all cost has changed little. A good receiver still costs \$400 or more. If large tubes or projected images are to be used, the costs will be much higher. Closed-circuit television within buildings and within school systems will cost far beyond the available funds for most school systems. The average television station, it has been estimated, will cost at least \$250,000 for a low-power transmitter and studios.

ADEQUATE COVERAGE

In order to have adequate coverage, school systems must either own their own stations or lease time from local commercial stations. It has been estimated that it will require at least \$2 per student per school year just to operate a small station in a community of 500,000 people or larger. Leasing commercial station time reduces this cost to approximately one-half. No adequate program can be operated on donated time. Considering what materials could be purchased with similar funds, the judicious school administrator will soon ask himself if money could not be spent more wisely on other teaching aids.

What are some of the real advantages and limitations of television? Some of the obvious advantages are:

1. The impact of immediacy—we know that the event being televised is taking place at the time that we see it. Even this advantage will change as more and more live shows are replaced by motion picture films.
2. Television's newness means that it attracts much attention and sustains a high degree of interest.
3. Large groups of people can be served at a small unit cost when the school does not own and operate a television station.
4. Many classroom groups can be serviced at any given time from a central location or studio.
5. Communities can observe education in operation within the school building. A vast amount of accurate information needs to be given to the lay public about the schools, and certainly television is one of the best methods for accomplishing this.
6. Gifted teachers could have a chance to teach much larger groups than they have hitherto been able to teach.
7. Closed-circuit television will provide closer observation for laboratory experiments and demonstrations. This

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advantage parallels closely that of the motion-picture film.

Some of television's limitations are:

1. Timing—special events often interrupt the school program. Television programs cannot be inexpensively recorded as radio programs are and used at another time, and they cannot be edited or previewed unless they are on film.

2. The central programming through closed-circuit programs is likely to take the initiative from the individual teacher. It has been proposed, for example, to show a film at a given

time to all third graders. Now all third-grade teachers are not ready to use the same film at a given time. I fear that the teacher-pupil planning for which we have worked so hard would soon vanish.

3. Costs of installation and upkeep of a television station are high.

4. Life situations may be sacrificed for passive viewing—field trips and beyond-the-classroom experiences must not be replaced by the camera. Similar laboratory and demonstration experiences must also be retained.

5. Central control or remote pro-

jection prevents prolonged observation and repeat showings. There is little opportunity to provide for individual differences.

6. There is the possibility of overdoing the teaching job by using too much television. Teachers can slip by without serious planning or organizing of the classroom work. The other fellow must prepare the television show, so why should the unambitious teacher expend energy?

7. Unless the television available is a cooperative venture within the immediate area, it will be of little value to the average school. Now there is a serious lack of television materials.

8. More and more the existing or proposed educational television units are turning to the motion picture because of its many advantages.

The closed-circuit system suggests many intriguing possibilities in spite of its high cost. When used properly, but not as a mass means of disseminating information, centralized projection could simplify classroom equipment. Greater detail is easily obtainable from the televising of demonstrations, hospital operations, sports events, pupil observation by child study groups, and many others. The use of several movable receivers quickly suggests itself. Great care must be exercised by administrators, however, to prevent the lockstepping of our educational system.

Television therefore presents a picture of both good and bad. It must not displace good teaching; it must not lockstep teaching procedures; it must not reduce the degree of teacher-pupil planning, and it must not prevent genuine classroom experiences. The small school and the isolated school will still find television out of reach for years to come. Unless educational networks can definitely serve the schools, the average community will find television of little service to its educational program. There will, however, remain the World Series, political campaigns, major disasters, congressional investigations, feature films, and similar programs which come from the commercial television station that will, when integrated into the school program, find their useful place. In closing, it is well to suggest that public school administrators should watch technical television developments closely. The entire electronics field is moving so rapidly that even the engineers must study overtime to follow its progress.

Science Teachers Report

A GREAT TIME SAVER IN TEACHING

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1. Easy to learn to use.
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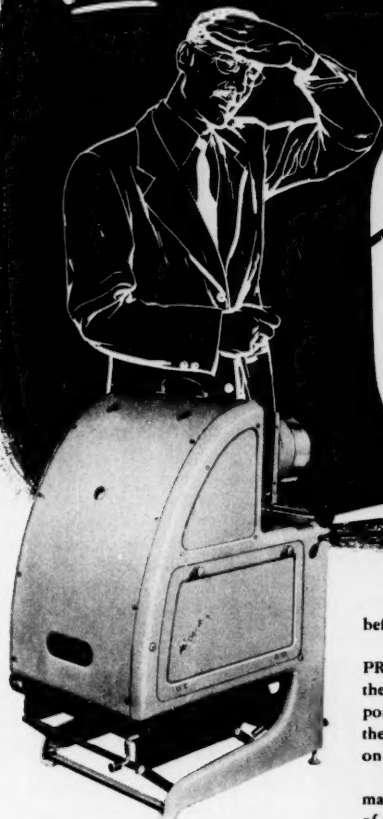
• The reports keep coming in—yes, the AO Scholar's Microscope does save time in teaching students microscopy.

This radically new idea in microscopes has proven a boon to science teachers. The built-in light source assures permanently aligned illumination and consequently better optical performance with much less adjustment. Low overall height increases comfort in operation. Locked-in parts reduce maintenance costs. 'Spring-loaded' focusing mechanism protects slides against damage. See your AO distributor or write Dept. Y35.

American  Optical

INSTRUMENT DIVISION • BUFFALO 15, NEW YORK

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**BANISH THE
POINTER**
...use an arrow
of light

Old customs die hard. Many lecturers still seem to think they must stand before the screen and wave a wand.

That's outmoded... passé... inefficient, since Beseler put the POINTEX† PROJECTION POINTER on the VU-LYTE. Now the speaker stays behind the projector, views an undistorted picture just as the audience sees it, and points out details by a moving arrow of light. A convenient control knob at the front of the projector enables the speaker to direct the arrow anywhere on the screen just exactly where he wants it.

This patented POINTEX† PROJECTION POINTER is only one of many of VU-LYTE's novel features directly devised to meet the modern needs of visual education teachers and lecturers.

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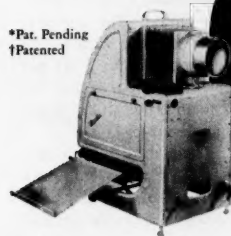
METAL BELT CONVEYOR. As new copy is fed in at the left side of the projector, precoding copy is ejected from the right side.

3. YOU CAN use copy "as is"—without mounting or inserting into any special holding device. The unique Beseler VACUMATIC* PLATEN holds all copy absolutely flat during projection. A full 8½ x 11 page letter or a postage stamp can be projected with equal ease, without curl or flutter.

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*Pat. Pending
†Patented



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In Great Britain **TOP PRIORITY**

for food goes to school meals

AGNES M. HUNGATE

New York City

GREAT Britain's Education Act of 1944 provides that regulations made by the minister of education shall impose upon local education authorities the duty of providing milk, meals and other refreshments for pupils attending schools maintained by them. Under this act regulations made by the minister of education required the establishment of school meals service and defined the scope of the service.

The school meal means the midday dinner and is a two-course meal provided daily for students in nursery,

primary, secondary, and special schools at a cost of sixpence (today, seven cents) per meal per pupil. The cost in excess of this for food and for overhead is paid by the government. Equipment is provided by the ministry of works.

In nursery schools the children receive milk and other food in the morning and afternoon or at tea-time, in addition to a midday meal. An inclusive daily or weekly charge is usually made for this, the charge varying with the extent of the service.

For years before the school meals service was begun, milk and meals were provided free for undernourished children in public elementary schools, and such children continue to benefit under the present system.

In addition to the school meals service at a cost of sixpence to the pupil able to pay and free meals to those unable to pay, a minimum of one-third of a pint of milk is provided free for every child.

In Scotland there are 12 cooking centers. The organization of the school meals service is under a county supervisor in the different areas, with city supervisors and assistants appointed by the education committee of the local authorities.

In England and Wales the service is directed by an organizer of school meals, appointed by the board of education, who is qualified in dietetics and cookery and experienced in the technique of planning the preparation and service of meals on a large scale. The organizer has under her an assistant and an administrative staff, and at the school kitchens or central kitchens there are a person in charge and a staff of workers trained, for the most part, on the job.

The Fountainbridge Cooking Center, Edinburgh, was one of the early ones set up to provide meals for needy children. Coke ovens are used there, whereas later kitchens use gas. The equipment is limited to a potato peeler, a sterilizer, and steel jacketed pots of 60 and 150 gallon capacities. About 4000 meals are prepared daily in this kitchen and sent to 30 schools. Four trucks are used for delivering the prepared food, packed in steel jacketed vacuum containers.

SUPERVISOR'S DUTIES

The supervisor makes menus, buys foods, and manages the center. He studied dietetics at the University of Edinburgh night schools for one year. There are 23 unskilled workers, members of a trade union. The common wage for a male employee working 44 hours is five pounds (about \$14) per week; the total weekly pay roll at the center is 117 pounds five shillings and four pence (about \$328.34).

As a first course the children may be served a beef pie with some navy beans mixed in the gravy and a flaky crust on top, a potato, and cabbage and,



British Information Service pictures

In this British school 91 children drink milk each day at 11:45.

Sexton *Quality Foods*



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FINE COFFEES have been a Sexton tradition ever since that day three generations ago when John Sexton opened his first tea and coffee store. In Sherman Blend exquisite coffee, the Sexton experts have exceeded all their past achievements. It is the perfect guest coffee, full bodied, full of flavor and fully satisfying. And with full forty cups to every pound, it is truly economical.

JOHN SEXTON & CO., CHICAGO, 1951



School girls pick up their plates. A two-course meal costs 6 or 7 cents.

as a second course, a big helping of rice pudding with sugar and milk.

The secretary of state for Scotland made the report shown in Table 1 in 1949 on school meals and milk under the education act.

In the city of Nottingham, England, the central kitchen of the Ellis Secondary Technical School for Boys supplies food for students in two schools on the premises and also sends meals out. The meals are palatable and nicely served. At each table, which seats eight, there is a head boy. Dishes containing the meal are placed before him, and he serves each boy at his table. The dining room tables are painted in colors—a yellow center with a dark border—

and the room itself is clean and light.

Gas and steam ovens are used, and there is an electric mixer. Equipment is at a minimum, but even without adequate equipment the workers achieve first-rate output. The staff approximates one worker per hundred meals.

According to the assistant supervisor, records are being kept so that the benefits to the children of well balanced meals can be observed. Workers at Nottingham must pass a health test before they are permanently appointed. They are paid one shilling and nine pence or one shilling and 10 pence (about 24 or 25 cents) an hour. Cooks get a higher rate. On

each meal the allowance for meat or its equivalent is two pence (about 2 cents); for other items $3/5$ of one pence (about $3/5$ of one cent). Tenders are presented by retail or wholesale distributors of food, and the school meals education committee then selects the dealers from whom it wishes to buy food. In July and August, during the holidays, kitchen workers preserve some fruits and vegetables for the coming school year.

Following are data on school meals from the annual report of the education committee of the city of Nottingham for the educational year 1949:

Table 2—Statistical Data

| Meals Served | |
|----------------------|-----------|
| Necessitous children | 178,850 |
| Paying pupils | 2,402,306 |
| Total to pupils | 2,581,156 |
| Teachers | 177,618 |
| Total to schools | 2,758,774 |
| Kitchen staffs | 155,714 |
| Further education | 2,914,488 |
| Grand total | 21,978 |
| | 2,936,466 |

N.B.: In addition, 65,970 breakfasts, 76,542 teas, and 4050 subsidiary meals were consumed during the year.

Table 3—Financial Data

1. Expenditures cover

a. Food

b. Overhead: salaries, wages and national insurance; fuel and light; transport of meals; maintenance of furniture and buildings, rent, rates and laundry; stationery, postage, telephone; traveling expenses, and loan charges, and employer's superannuation contributions.

Total costs per meal average 14 pence (about 16 cents) of which 45 per cent is for food and 42 per cent for salaries, wages and national insurance.

2. Income for these expenditures is from parents, staff and so forth (25 per cent) and from the government grants (75 per cent).

It is the opinion of educational authorities in Britain that school meals contribute unquestionably to the health of the children and are therefore a permanent necessity. Emphasis is placed on the school dinners as an important part of the education of the child. They afford an opportunity for teach-

Table 1—Number of Pupils Taking School Meals and Milk at a Date in October of Each Year

| | 1943 | 1948 | 1949 |
|---|---------|---------|-------------------|
| Milk | | | |
| Number of pupils taking milk | 504,213 | 638,024 | 641,011 |
| Number taking milk as a percentage of number in attendance ¹ | 67.3 | 87.2 | 87.1 ² |
| Number taking more than $1/2$ pint as a percentage of number taking milk ² | 14.2 | 0.9 | 0.9 |
| Meals | | | |
| Number of pupils taking: | | | |
| Dinners | 154,399 | 289,249 | 291,520 |
| Lunches | 2,423 | 4,230 | 2,790 |
| Soup meals | 5,633 | 1,713 | 1,125 |
| Number taking meals as a percentage of number in attendance ¹ | 21.7 | 40.5 | 40.3 ² |

¹ The figures for 1943 were based on the numbers on the roll.

² From Aug. 6, 1946, the permitted quantity was restricted to one-third of a pint per pupil per day except for delicate pupils. From Aug. 1, 1947, it was increased to two-thirds of a pint per day for nursery pupils.

³ The percentage decrease in the numbers receiving milk and meals was caused by an increase in the rolls of the schools between October 1938 and October 1949.

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ing good table manners and for establishing sound dietetic habits.

The government's aim is to serve free dinners for children in all grant aided schools and to have accommodations required for school meals service incorporated in all new school buildings as they are built. Self-contained canteens, in which the children are able to eat on the school premises a meal that has been cooked in an adjoining kitchen, are regarded as the ideal arrangement.

A report of the Advisory Council on Education in Scotland states: "In

spite of the admitted efficiency of large cooking centers and of the arrangements for conveyance of hot meals, we believe that the best dietetic results will be obtained by having meals cooked on the premises. The appearance, taste and smell of the food and the general amenity of the dining arrangements all have a definite effect on the value of the meal."

This same report, in describing the functions of the teacher with respect to milk and meals, states that this service is a duty of the teacher in the wider conception of the meaning of educa-

tion in the public interest. "Milk and meals have come into the schools not as something foreign and extraneous but as a part of the normal education provision. . . . The duty of arranging for supervision of meals will fall upon the headmaster as a normal part of his functions."

The following observations of the school meals service in England, Wales and Scotland are of interest:

1. School meals have top priorities in requirements for food and get the best of what is available.

2. It is felt that the successful development of the service depends first of all on the quality and attractiveness of the meals. Kitchens and storerooms are clean and orderly; special attention has been given to kitchen hygiene and to the personal cleanliness of workers.

3. Plans for meals are not required to be submitted, but at any time approval may be required if it is believed necessary. School meals appointees are unflinching in their duty to observe practices by making frequent visits to schools and central kitchens.

4. Regulations from the office of the ministry of food require that suitable records be kept of the amounts of supplies used, a check on the content of meals and also as a check on stores. The record of food supplies used makes up the report sent to the office of the ministry of food and forms a guide in allocating or adjusting supplies to requirements.

There are many problems to be met. Suitable plant and building needs are great; there are schools that have no meal facilities at all, and unsuitable premises are being used in many instances. New buildings for school kitchens are being constructed, but frequent delays, pending supply of equipment, have been encountered, and some building has been suspended because of economic conditions.

Another difficulty is the shortage of adequately trained staff members. This is being overcome as rapidly as possible. Lectures and cooking demonstrations are given to kitchen staff members during school holidays. The Nottinghamshire Education Committee plans to train present and new employees in training kitchens throughout the country and to assist the teaching staff in the social training of children. Welfare assistants have been appointed during the past year. Supervision during meals is another difficulty, and its success is felt to depend upon the teachers.



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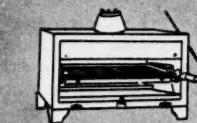
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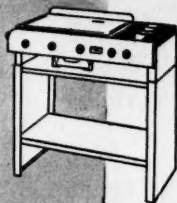
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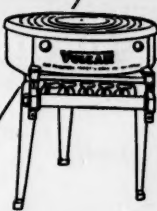
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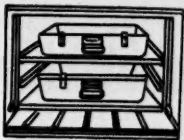
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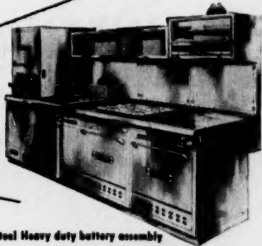
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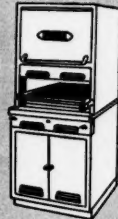
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Maintenance and Operation

Staff morale rises with

MAINTENANCE BUILDING

JOHN R. SMITH

Assistant Superintendent
Highland Park, Mich.

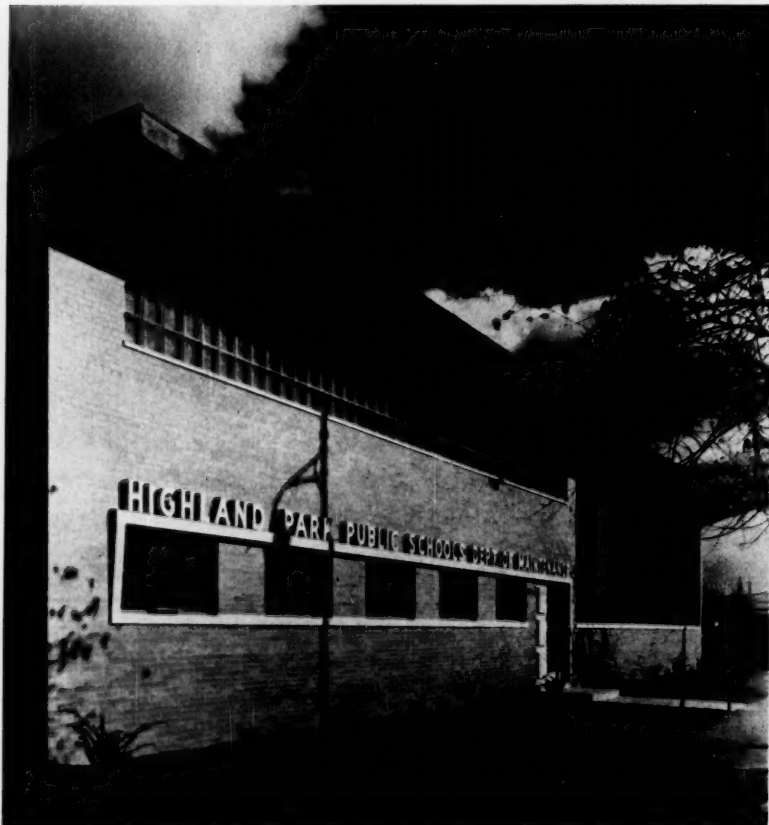
THE Highland Park school system has done its own maintenance work for a great many years. On its staff are carried the usual tradesmen required in building maintenance, in-

cluding a plumber, a plasterer, a carpenter, an electrician, a glazier, a roofer, a locksmith, a painter, and laborers. With this staff the Highland Park system is able to do all of its

maintenance work as well as a substantial portion of the remodeling necessary to modernize certain areas. The staff has had a long-time tenure with the school district, and in several instances the men are skilled in more than one trade.

Until recently, the school district housed this maintenance staff in portions of buildings that could be made available. Periodically, the department had to be moved, and there had been considerable inefficiency resulting from awkward physical facilities.

With the end of World War II and the enrollment of large numbers of veterans in the junior college, it was again necessary to move the maintenance staff to expand the college facilities. It was at this point that the board of education planned the maintenance building which it was able to erect during the summer of 1949. The building is located on a portion of a school site used only as a recreation area. The building is 50 by 100 feet. Behind it are located two war surplus



The department of maintenance, once housed in portions of other school buildings, now has its own structure, as well as two war surplus buildings, which are used for storage.



THE *Multiple-Purpose* FLOOR-MAINTENANCE MACHINE THAT'S *Two Sizes in One!*

Here is a floor-maintenance machine that not only can be used for many types of floor care, but also affords the further economy of a machine that is two sizes in one. This 100 Series Finnell, in one of the larger sizes as shown above at left, can be reduced to the small size unit shown in circle.

Note the low, trailer-type design, and how easily the machine goes beneath desks and seats. Thus it is ideal for use in schools. In fact, the dual size feature and low construction of the machine adapt it to use on many floors otherwise inaccessible to machine care.

As easy to handle as a household vacuum cleaner, yet this Finnell is powerful . . . fast . . . and thorough. Mounts a G. E. Drip-Proof Capacitor Motor . . . is equipped with Timken Bearings. And the ruggedly constructed worm drive, housed in an extra-capacity leak-proof gear case, lubricated for 1500 hours, assures smooth, noiseless performance. A precision product throughout. Three sizes: 13, 15, and 18-inch brush diameter.

For demonstration, consultation, or literature, phone or write nearest Finnell Branch or Finnell System, Inc., 211 East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



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FINNELL SYSTEM, INC.

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BRANCHES
IN ALL
PRINCIPAL
CITIES



Having a building especially designed to meet their needs has made maintenance employees at Highland Park, Mich., much more efficient.

metal storage buildings 20 by 100 feet. For the first time in the history of the school district, adequate storage space is available for the many items frequently stored in improper or even unsafe areas.

FEATURES OF BUILDING

The maintenance building is a one-story face brick structure with walls backed up with cinder block. Some of the features of the building are: radiant heat from a gas-fired hot water boiler; wire mesh reinforced gypsum roof with 1 inch fiber glass insulating board over entire roof area, tile lavatory and shower room, hard tempered copper water piping, exhaust fan in spray and paint room, wet-pipe system sprinklers in paint room, dust collecting system in carpenter shop, overhead doors for trucks to enter building, steel sash, and fluorescent lighting.

The building is divided into three main areas: the general shop, the paint

shop, and the shade room—over which there is a warm, dry, storage space for lumber. The general shop is an area 50 by 60 feet with 16 feet of clear head room. Located in this space are a power saw, a joiner, a planer, a drill press, a grinder, sheet metal equipment, and four 12 foot workbenches. Here there is room to house a piece of equipment being rebuilt or to do the cabinet work on a large item to be used in one of the buildings.

The paint room is 30 by 40 feet and is equipped to do both brush and spray painting. It contains a fireproof storage room for inflammable materials, two exits for safety, and a large floor drain for use when paint and varnish are removed during furniture refinishing. Adjacent to this room are a locker room, a lavatory, and a shower for the use of the maintenance employees, enabling them to clean up before going home after a day on a particularly dirty job.

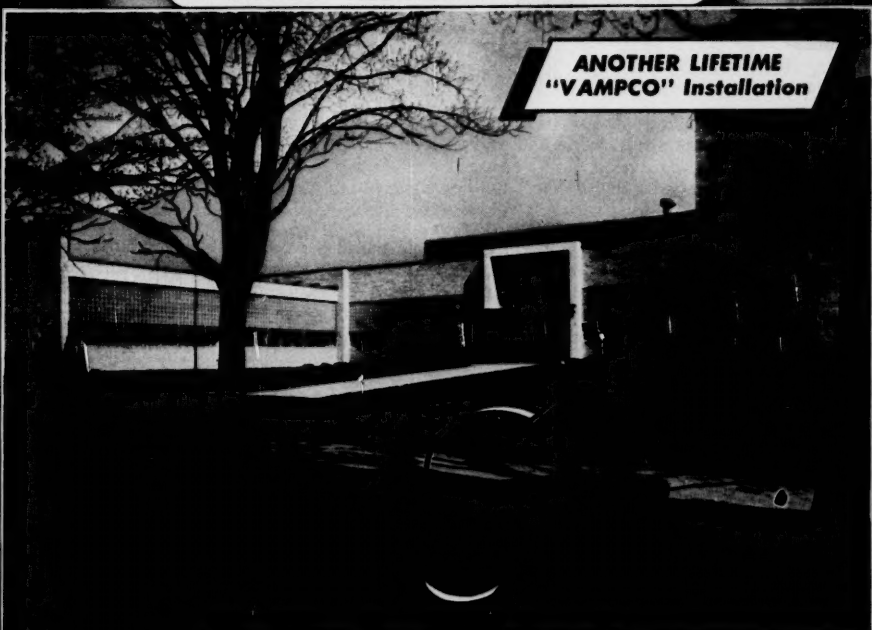
The building also has a small shade room which is fully equipped. For many years all the shades used in the school district have been made by school employees. While no regular employe is carried on the pay roll to make shades, if a man, because of illness or accident, is temporarily not able to do his regular job, he works on the shades.

SATISFACTORY STRUCTURE

The entire building cost \$56,809. This sum includes the two storage buildings, the heavy duty service drive-ways, and the architect's fee. The structure is satisfactory in every way. It was built at a time (1949) when materials of every type were available, and the best in quality was used. It has many features that add to the utility of the building without adding materially to the cost. Naturally, the esprit de corps of the maintenance staff is at an all-time high, and the efficiency that has resulted from the elimination of many makeshift arrangements will in a relatively short time amortize the cost.

VAMPCO ALL-ALUMINUM WINDOWS

**ANOTHER LIFETIME
"VAMPCO" Installation**



The Frankfort school district got a lot for its money when it chose VAMPCO All-Aluminum Ribbon Windows for this fine new structure, just opened to classes.

By specifying standard units, factory-assembled and ready for installation, it earned the benefits of efficient modern production. Thanks to VAMPCO super-strength design, no extra lintel was needed to carry that load of glass brick . . . and maximum illumination efficiency was secured.

Best of all, not one cent of maintenance expense, other than simple washing, need ever be budgeted! No corrosion, no distortion, no painting or repainting.

VAMPCO's engineering department stands ready to help your architect or builder effect similar modern economy and beauty in your new schools—however large or small. Write us for proof!

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WINDOWS FOR
GLASS BLOCK



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METAL PRODUCTS COMPANY, PLAINWELL, N.J.



wire from **W**ashington

Flip of the coin

► School cases dominate the Supreme Court docket. As justices opened their new term in October, they found before them disputes involving the Feinberg law, prohibiting members of subversive organizations from teaching in New York State public schools; segregation of public school children in Clarendon County, S.C., and in the District of Columbia; admission of Negroes to state universities in Tennessee and Florida; equal pay for white and Negro Mississippi teachers; daily reading of the Bible in New Jersey.

There was a time when observers claimed they knew either the "liberal" or "conservative" views of the justices and therefore could foretell decisions. Today, few claim such foreknowledge. "It's largely a flip-of-the-coin matter," one experienced court analyst says.

New directions

► Washington is waiting for the Teague report on G.I. schooling. Without it, proposals to extend school benefits to Korean veterans as well as efforts to revamp veterans' education generally are stumped. Rep. Teague promises to release his study, nearly a year in the making, on November 1.

But informal conversations with Mr. Teague have revealed what's on his mind. He is not happy about the way the U.S. spent the \$14,000,000,000 for the education and training of World War II veterans. Fresh in his mind are too many reports of dishonest dealings on the part of veterans, schools and colleges.

In his forthcoming report Mr. Teague will tell the story of some of this "abuse and corruption." He will then suggest new directions for future veterans' education.

He will say that in the future aid should go directly to the veterans rather than to the institution. In other words, grants should take the form of scholarships rather than of subsidies to schools.

He will say that aid should not be limited to those who can prove they interrupted their education. A modest amount of aid should be given any veteran who desires to help himself rather than a large amount of aid to a limited number of veterans.

He will say that the program should be self-policing. This can be achieved by requiring the veteran to pay for at least half his school costs.

He will say that fly-by-night schools can be discouraged by prohibiting veterans from enrolling in a school that does not already have a substantial number of nonveterans.

He will say that a lot of the paper work ("contracting and vouchering") can be eliminated by requiring the veteran to pay his own bills.

Finally, he will say that the powers of the veterans administrator should be clipped by requiring judicial reviews of V.A. decisions.

Key senators and congressmen already know the major points of the Teague report. They seem to approve. It looks as if Mr. Teague's ideas will find their way into legislation.

Beyond Mr. Teague

► But thinking of Washington educators has leaped beyond Mr. Teague's.

The Association of Land-Grant Colleges and Universities, for example, argued before the Senate committee as follows:

In the near future nearly all able-bodied men will become veterans by reason of U.M.T. or large-scale mustering of men into the armed forces. This will mean that the government will be forced into what will in effect be a huge scholarship program, but it will be discriminatory. The not-so-able-bodied men and the girls will be out of it. Wouldn't it be better to enact a general scholarship program in which veterans would take part?

This reasoning has made a sharp impression on official Washington, the Bureau of the Budget included. It is

giving proponents of a universal scholarships plan encouragement they hadn't had before.

Tussle for TV

► The gift which the universe, Congress and the Federal Communications Commission have placed on the doorstep of educators is still in dispute.

Many weeks ago the F.C.C. had assigned, subject to change, some 209 television channels for educational use—a resource of incalculable value. Commercial broadcasters challenged the assignment. The F.C.C. called for more facts, more views, more time before making up its mind once and for all. Throughout September, October and part of November, written, sworn statements are coming to the F.C.C. from broadcasters and educators outlining their designs for the channels.

The gist of these statements is this:

The schoolmen insist they will use the channels as soon as they have money for building stations and paying for programs. The broadcasters, on the other hand, claim they have the resources now to go on the air and end up with promises: "We'll be generous to education and educators if the channels are given us now."

The best guess is that the F.C.C. will stick to its original allocation, assigning permanently more than 200 airways for educational use.

Even though this should take place, many questions disturb Washington educators:

How fast or how slow will educators move to put TV programs on the air after the channels are assigned to them?

How long will the commercial interests permit the educational channels to go unused, if they are unused?

Will the very inactivity of educators be a sign to commercial interests to jump in on the channels in one way or another?

Said one observer: "Unless educators move, I wouldn't be surprised to see advertisers and broadcasters use anything



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cooking—from the bottom, the sides, the edges. And because

aluminum is such a good conductor of heat, cooking stops quickly when the heat is turned off, assuring greater fidelity to a recipe. Wear-Ever utensils are made of an extra-tough, extra-durable aluminum alloy that gives exceptionally long service, is light to handle, and easy to clean. See your supply house representative or mail the coupon below for catalog and details.

Chef Pierre Berard, Food Consultant to Government Service, Inc., whose cafeterias in Washington, D. C., feed 150,000 a day, always insists on Wear-Ever Aluminum.

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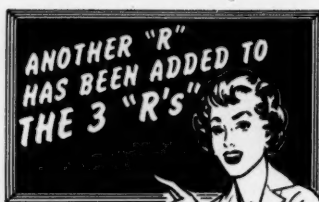
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for teaching
with Rhythm



THE NEW *Rhythm*master

All-Purpose High Fidelity Phonograph
Featuring the famous REK-O-KUT Variable Speed Turntable that plays all records (from 6" to 16") at any speed from 25 to 100 R.P.M. — Without Distortion. **\$269.95 net**

Leading educators at the A.A.S.A. Convention in Atlantic City who saw the RHYTHMASTER demonstrated for the first time endorsed it on the spot as invaluable for teaching typing, folk dancing, music, music appreciation, literature, language, speech-therapy, physical education, etc., etc.

3 EDUCATIONAL TOOLS IN ONE:

- (A) A Professional-Type Full Range High Fidelity Phonograph.
- (B) A High Fidelity Public Address System (when microphone is plugged in).
- (C) A High Fidelity Broadcast Receiver (when used with an AM or FM Tuner).

- * With the Rhythmmaster you can play any 33 $\frac{1}{3}$, 45 or 78 R.P.M. record at its regular recorded speed, or at any increased or decreased speed which best meets the exact requirements of teacher and pupil.
- * By plugging a microphone into input provided, the instructor can superimpose his or her voice over the melody being played and accent the record with personal comments and instructions.
- * Powerful amplifier and speaker afford undistorted volume accommodating 350 to 400 students in auditorium, gymnasium or other extremely large room heretofore not possible to cover.

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QUALITY is the word for REK-O-KUT... Your REK-O-KUT phonograph or recorder will serve you faithfully, without maintenance or breakdown, day-in and day-out. It will pay you well to buy REK-O-KUT... it costs less in the long run.

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wire from washington

from sweet talk to throat-cutting to exploit the educational channels for profit."

While the patient's in bed

► In 1936 some 8,600,000 patients were admitted to and cared for in hospitals. Today, the number has more than doubled. That is one reason the country needs more girls going into nursing.

For months Rep. Frances Bolton has been fighting in the House for a bill to set up a long-range plan for nursing scholarships and grants to nursing schools. Her main opponent is and has been the American Medical Association. The A.M.A. does not like long-range plans. A short-term job, not exceeding five years, will do the trick, the A.M.A. said.

In testifying against the Bolton bill, the A.M.A. spokesman minced no words. He told the House interstate commerce committee that the A.M.A. is against federal aid whether it is for general, medical or nursing education; that "the whole system of federal subsidy threatens the security of our country."

Mrs. Bolton sighed, reported quietly that 120,000 additional hospital beds were being provided through current construction projects and asked: "Who will take care of the patients in those beds?"

Reading on the farm

► Why don't country people read more? A hundred or more experts came to Washington to give straight answers to the question.

The venerable book salesman has disappeared from the country roads—and let's have him back, said the experts. Libraries and librarians are too snooty and shushy, so farm folks would rather go to the five and ten cent store, where they can stand in the middle of the floor and look things over their own way. Not enough book reviews reach the country belt, and "canned" reports just don't fool anybody.

On a more serious note, the Conference on Rural Reading said that a "shocking number of rural people do not have access to any public library service." And, if the people can't go after the books, the books must go after the people. Further use of bookmobiles is the most practical answer to the shortage of public libraries in rural areas, the conference concluded.

Big schoolman

► Uncle Sam is quite a schoolman. He spent \$3,617,000,000 for education last year.

He paid the tuition and living costs for 2,000,000 veterans. He kept school for Indian, Eskimo and Aleut children; for prisoners; for foreign-born people. He served lunch to nearly 9,000,000 children every day. He printed textbooks, bulletins, maps; he operated museums, zoos, art galleries. He made talking books for the blind and movies for the seeing. He granted and took away airwaves for educational radio and television stations. He battled, as he has battled for more than a generation, bogus correspondence schools.

He threw his voice on the airwaves to tell the world democracy's meaning. He brought teachers from overseas and sent our teachers, researchers, professors and scholars to all points of the compass. He passed out fellowships and research grants to schools, colleges and universities. He trained boys to shoot rifles, drive 20 ton tanks, bake pizza pies.

He gave new skills to the crippled, veterans and nonveterans alike. He helped train apprentices for a hundred different crafts. He helped boys and girls find jobs through his own network of employment offices. In a leisurely mood, in the spring, he entertained half a million pupils in his sprawling home on the Potomac.

Yes, quite a schoolman, with strong ideas on how to spend his money. Less than 1 per cent of the \$3,617,000,000 for educational activities was channeled through a small unit Uncle Sam calls his Office of Education.

They probe and probe

► German educators who come to Washington are not satisfied with surface answers to their questions. Invariably they subject American educators and specialists to grueling questioning. They want to know, "How, exactly how, do you Americans do it? What methods, systems, tools, devices do you use? What organizations have you set up? What kind of controls?"

The tone behind these questions seems to be: "We Germans have underestimated you Americans in the last two wars. This time we're going to find out exactly what makes you Yanks tick."

AMERICAN-Standard

First in heating . . . first in plumbing



It's **AMERICAN-Standard** Plumbing Fixtures in Sewickley Academy's new wing, too

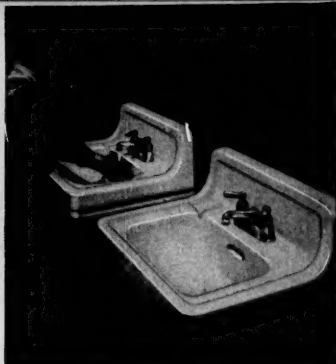
● Through years of hard service in the Sewickley Academy of Sewickley, Pa., American-Standard plumbing fixtures have proved to be durable, easy and economical to maintain. It was only natural, therefore, that American-Standard plumbing fixtures were again selected when a new wing recently was added to the school.

You, too, will be assured years of trouble-free service if you install performance-proved American-Standard products when you build, add to, or modernize *your* school. And there's a *complete line* of both heating equipment and plumbing fixtures to choose from.

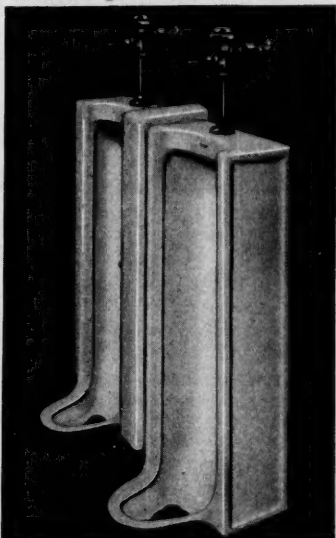


LOOK FOR THIS

MARK OF MERIT



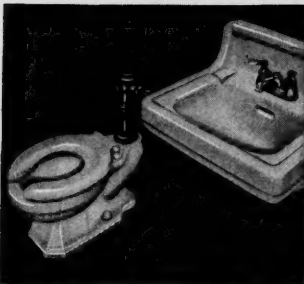
Sparkling, clean-looking fixtures like these Lucerne Lavatories in the Sewickley Academy encourage children to practice personal hygiene. Made of genuine vitreous china, the lavatories are easily cleaned, will retain their luster indefinitely. Fittings are non-tarnishing Chromard.



Designed for easy access by students of all sizes, these Chinal Urinals assure utmost sanitation. They're made of genuine vitreous china . . . will not stain or crack, will not absorb odors. Flushing action is fast and efficient.



Another handsome fixture in Sewickley Academy is this Neo-Toric Drinking Fountain. Fitted with anti-squirt bubbler, it features an angle stream, a sanitary safeguard since the water always falls clear of the fountain head. The Neo-Toric fountain is made of gleaming, hard-to-mar genuine vitreous china.

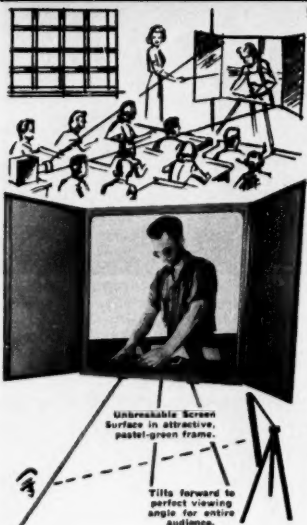


This kindergarten washroom is equipped with plumbing fixtures especially designed for small children. The siphon jet DeVoro Baby Water Closet is only 10" high. The Lucerne Lavatory is wall-hung to facilitate floor cleaning. Both fixtures are made of durable, easy-to-clean, genuine vitreous china.

American Radiator & Standard Sanitary Corp., P. O. Box 1226, Pittsburgh 30, Pa.

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A completely NEW Screen surface designed to give clear, bright pictures in classrooms under daytime conditions. Assures better audience control without sacrificing normal room ventilation during projection. Eliminates the need for expensive room-darkening equipment in most classrooms when used as directed.

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NEWS IN REVIEW

D.P.A. Allots Third of Steel Needed for School Construction

WASHINGTON, D.C. — The Defense Production Authority has allotted only 37.7 per cent of the steel needed for school construction in the first quarter next year. The allotment totals 96,296 tons as compared with 255,400 tons requested by the U.S. Office of Education as claimant agency for schools, colleges and libraries. Requirements in August totaled 192,613 tons, but the need has risen to 255,400 tons because of new construction projects postponed in the fourth quarter of 1951.

In announcing the allotment, D.P.A. Administrator Manly Fleischmann said, in part: "We have endeavored to provide in our allotments enough material to support the construction of elementary schools in defense areas, to replace condemned structures, and to complete—with perhaps some delay—other projects which are under way. This assumes there will be maximum conversion to the use of reinforced concrete."

According to the U.S. Office, the allotment of steel and other critical materials will provide for the continuance of most approved construction schedules for 2314 projects already under way in the fourth quarter. In addition 2293 applications to commence construction are pending. Only a small fraction can be authorized.

St. Louis Negroes Protest Overcrowded High Schools

ST. LOUIS. — Negro citizens here, at the opening of the school year, made a dramatic protest march to the board of education offices demanding relief from overcrowded conditions in two public high schools and one technical high school for Negroes.

The board could not deny the overcrowding. Four years ago it tried to get money for new buildings, but the voters rejected the proposition. Recently another bond issue was proposed and it passed, but there has not been time for new construction.

Another factor in the overcrowding difficulty is the fact that many Negro families have moved into the city in recent years and, with few exceptions, have stayed within the city limits, while white families by the thousands have moved to the suburbs.

The public high schools in St. Louis, the board points out, were built when there were many more white students than now and fewer Negro students. The state constitution requires racial segregation. Were it not for this fact, the board of education could let Negro students occupy part of the large Hadley Technical High School, which has fewer students than it was built for. There are other high schools in the city that have fewer students than capacity.

At present, about one in every three pupils in the public elementary schools of St. Louis is a Negro. The ratio is almost to that point in the high schools, the *St. Louis Post-Dispatch* declares.

American School Food Service Association to Meet in New York

NEW YORK. — The American School Food Service Association will hold its fifth annual convention here November 12 through 14, with headquarters at the Hotel Statler, announced Harvey K. Allen, convention chairman and director of the bureau of school lunches of the New York City Board of Education. He said that approximately 2000 members of the association are expected.

"The convention keynote this year," Mr. Allen said, "will be a study of nutrition from the child's point of view, with discussions aimed toward helping children to learn to eat the kind of meals that promote individual and national well-being."

The program, he said, will include a panel discussion by junior and senior high school students from New York and four neighboring states, talks by leading nutritionists, and field trips to school cafeterias in the New York area. Food and food equipment companies will sponsor exhibits.

Trustee and Citizens at Onward, Ind., Compromise

ONWARD, IND. — The grade school here has reopened as a result of a compromise between parents and the township trustee, but the community lost its year-long battle to keep its high school.

Vivian A. Kranz, the trustee, and a group of Onward citizens signed the agreement in the school building, where pickets halted the removal of the high school equipment to nearby Walton last fall.

Cafeteria counters stay fresh longer and are cleaned faster



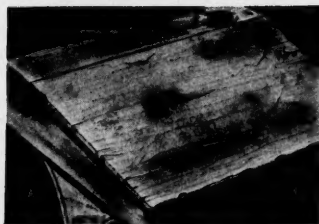
Counters won't be dented, chipped or cracked by banging pots and falling trays, and will never rot or buckle, when they're Micarta topped.



STAINPROOF. Nothing used in a kitchen will stain or discolor Micarta's beautiful colors. Mess wipes off instantly.

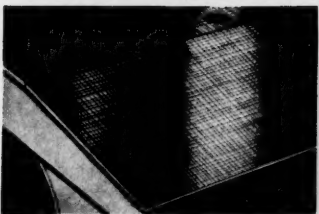
NEW WAYS TO MODERNIZE YOUR SCHOOLS

Kindergarten tables take the toughest playtime punishment



Make old desk tops like new

Your scarred and battered desk tops can be converted into perfect work and study surfaces that will keep their "new look" for many years. Just have them resurfaced with Micarta. The work can be done during vacation periods, or a few can be done at a time. The tops need only be out a few days.



No surfacing can be more ideal for kindergarten tables than Micarta. It's bright, gay, colorful—and takes any beating playful children can deliver.

Install the pre-fab panels yourself



When odd counters, radiator covers, etc. are wanted, your school carpenter can install the new Micarta bonded-to-plywood panels himself, at his convenience. These panels can be sawed, drilled, planed and trimmed with inexpensive tools. Ask your lumber merchant.

Westinghouse MICARTA



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NEWS...

Michigan Administrator Heads Germany Education Division

LANSING, MICH.—A Michigan school administrator and former official for military government in Italy, G. Robert Koopman, is the new chief of the Education and Cultural Relations Division in the office of the United States High Commissioner for Germany. Mr. Koopman, who has been a member of the Michigan State Department of Public Instruction since July 1, 1935, and who for the past several years served as asso-

ciate state superintendent, has been granted a leave of absence for the remainder of the official year.

The Education and Cultural Relations Division deals with various aspects of German government, such as public and private education, adult education activities, youth activities, public health, public welfare, religious affairs, women's organizations, and information services. The program that will be under Mr. Koopman's supervision will utilize advisory services to continue to

encourage further democratization of the German culture.

To this assignment Mr. Koopman brings much appropriate background. He is a veteran of both world wars, and at the present time is a lieutenant-colonel in the officers reserve corps. For three months in 1944 he served as liaison officer with Italy's national superintendent of public instruction for 37 provinces returned to Italian administration. From September 1944 until his return to the United States in April 1946, he served as provincial commissioner for two provinces and then as senior American liaison officer for Liguria.

Prior to joining the Michigan State Department, Mr. Koopman had been principal and supervisor of public schools in Ann Arbor, Mich., for nine years. Previously he had been superintendent in several Michigan school districts for eight years and a teacher for four years. He is author or co-author of books dealing with school administration, supervision, and curriculum improvement. He has taught at Harvard University, Purdue University, Michigan State College, University of Tennessee, Northwestern University and New York University.

Schoolhouse Construction Council Approves New Purposes

MINNEAPOLIS.—The National Council on Schoolhouse Construction, meeting here October 1 to 5, elected Ray L. Hamon, chief of the School Housing Division of the U.S. Office of Education, as president for the coming year. The major work of the council this year was a revision of its purposes and by-laws. The recommendations approved at the Minneapolis meeting provide for the creation of three major standing committees, something new in the history of the national council.

The largest committee will encourage research and the publication of research materials, including a revision of the council's "Guide for Planning School Plants." The council approved cooperation in a national study of educational specifications for school plants.

The second committee will give attention to the development of professional training for schoolhouse planning in the various colleges of education and architecture.

The interest of the third committee will be increased cooperation among the state departments of public instruc-

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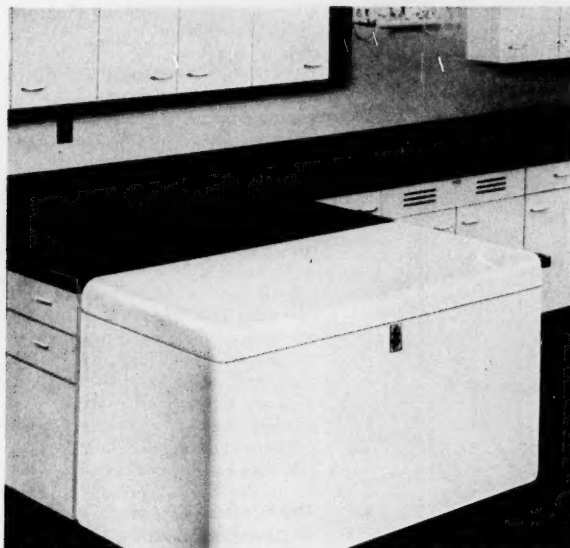
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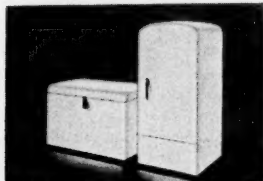
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NEWS...

tion in their control of schoolhouse construction.

Another major concern of the council was the allocation of steel for schoolhouses. A special committee of the council created at the Minneapolis meeting issued a report indicating that at the present time less than one-half of 1 per cent of the nation's steel production is being devoted to schoolhousing, and the committee is to try to encourage a national program to increase this allotment to at least 1 per cent.

Charles W. Bursch, assistant division chief for school planning, California State Department of Public Instruction, presented a technic for the comparison of costs of schools throughout the nation.

R. J. Stoffer, assistant superintendent of buildings and grounds, San Francisco, described a national study of 14 major cities, covering their procedural steps in getting school building plans approved. This study indicated that as many as 57 different agencies had to approve school building plans prior to construction. The study was made in an effort to reduce and simplify plant procedure steps.

The council selected Boston as the meeting place for next year.

100 Communities May Get Aid for Day-Care Centers, Libraries

WASHINGTON, D.C.—Under a highly restrictive law, some 100 communities may be able to get federal aid during the next 12 months for child day-care centers and public library services.

The aid is authorized under the newly enacted Defense Housing and Community Facilities Act, which President Truman set into operation in October. To get the federal dollars, however, a community has to be declared "critical" by the President. Only those communities will be declared "critical" (1) in which will be located new or reactivated defense plants; (2) which are likely to attract "substantial in-migration of workers"; (3) which will suffer a housing shortage likely to impede war production. But even such a "critical" area must prove (and the federal government must agree) that only U.S. dollars can provide the needed child care centers or libraries.

Official estimate is that "a few, possibly a hundred" communities will benefit from the act's restricted provisions for federal aid.

Plastics get a good report...

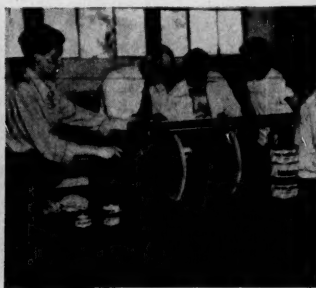
"A's" in SANITATION, ECONOMY, DURABILITY, EASE OF MAINTENANCE



OF SPECIAL INTEREST to school administrators and personnel is the July 1951 issue of *Plastics Newsfront*, published by American Cyanamid Company. It discusses contributions made by plastics to the beauty, color, safety, lighting and instruction facilities of modern schools. Send for your free copy today!



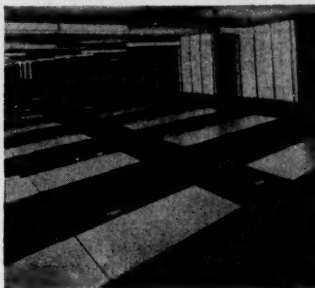
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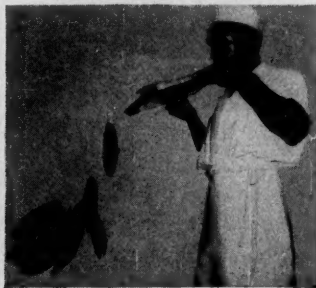
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County and Rural Area Superintendents Protest Curtailment of Critical Materials for Schools

DALLAS, TEX.—Vigorous formal protest to Congress and to the President concerning the drastic curtailment of critical materials for schools was made by the National Conference of County and Rural Area School Superintendents at the close of its four-day session here October 3. The association declared that its membership speaks for fully half of all the children in the public schools.

The resolution argued that schools are essential, both in the national defense program and for the long-time welfare of democracy, and that public education has not received a reasonable share of the steel and other essential materials that are available for civilian purposes. Copies of the resolution were also to be sent to Charles E. Wilson, administrator of the Office of Defense

Mobilization, to Manly Fleischmann, administrator of N.P.A. and D.P.A., and to Oscar Ewing, administrator of the Federal Security Agency. The protest also was addressed to the chairmen of committees and subcommittees dealing with education in both the Senate and the House, and to Commissioner Earl J. McGrath of the U. S. Office of Education.

Another resolution urged "that the children of migrant and seasonal workers be given the protection and services that are available to all other children; and further, that labor laws be strengthened to prevent exploitation of children."

"The National Production Authority is not in sympathy with the idea that education is a priority in this emergency," J. L. McCaskill of the National Education Association frankly told a breakfast group Tuesday morning. He quoted newspaper statements by Manly Fleischmann, N.P.A. administrator, placing schools in the same category as theaters and restaurants for allotment of critical materials.

Mr. McCaskill declared that as of September 7, more than 900 new school building projects were denied steel to start construction during this fourth quarter, and more than 700 buildings now under construction are at a standstill because the N.P.A. cut in two the allotment of steel requested by the U.S. Office of Education. He maintains that the estimates of needs for critical materials for school building and equipment, as submitted to N.P.A. by the U.S. Office of Education, have been unusually fine. Furthermore, he said these total needs represent only three-fourths of 1 per cent of the present annual production of 107,000,000 tons of steel in this country. Wayne Reed, assistant U. S. Commissioner of Education, reported that from 90,000 to 100,000 tons of steel will be needed in the first quarter of 1952 to support construction under way and previously authorized.

Mr. McCaskill also painted a picture of expanding demands for military manpower in the next few years. The armed forces estimate that within the next 21 months they will have to replace half of the 3,500,000 in service and thereafter will need 1,000,000 men every year for replacements. As a result, the military is pushing toward three years of required service instead of two years, 18 years as the induction age instead

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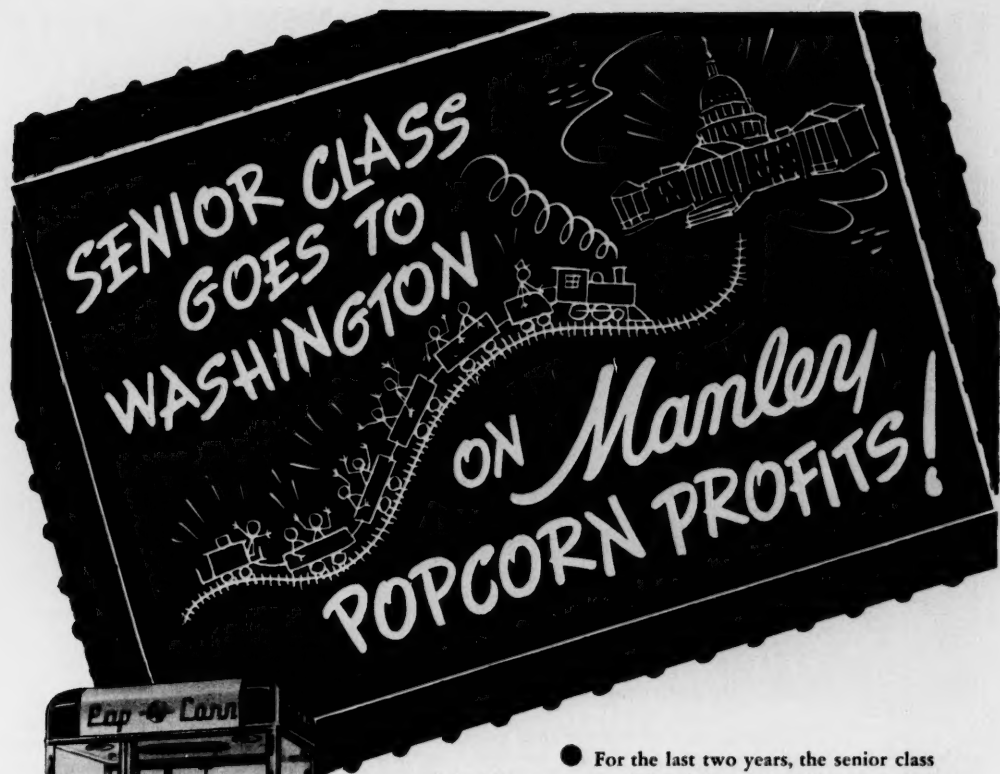
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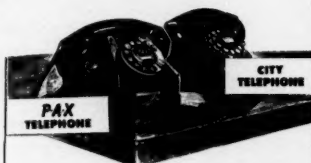


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NEWS...

of 18½, and the elimination of all occupational deferments, including college students' deferments.

"I am an educator, but I do not trust educators alone to build the curriculum," President Omer Clyde Oderhold of the University of Georgia told the assembled group Monday evening. "The average lay citizen is many years ahead of us in the matter of educational planning. There is so much verbiage in education that we are missing the heart of it. No educational program has ever done much to create new truths unless it was in step with the social philosophy of the people in whom it had its being.

"Curriculum building ought to begin with people. For too long, we as educators have thought we knew all the answers. We should get into homes, farms and churches to find out more about the tension and problems of the people, and we should ask the layman to sit down with us to answer the question: 'What should public education in this state and this community do for our children?'"

CONSIDERABLE EXPANSION

Keynoting one of the divisional programs, Julian E. Butterworth, professor of educational administration, Cornell University, predicted that "the next decade or so is almost certain to see considerable expansion in the responsibilities referred to the office of the county superintendent."

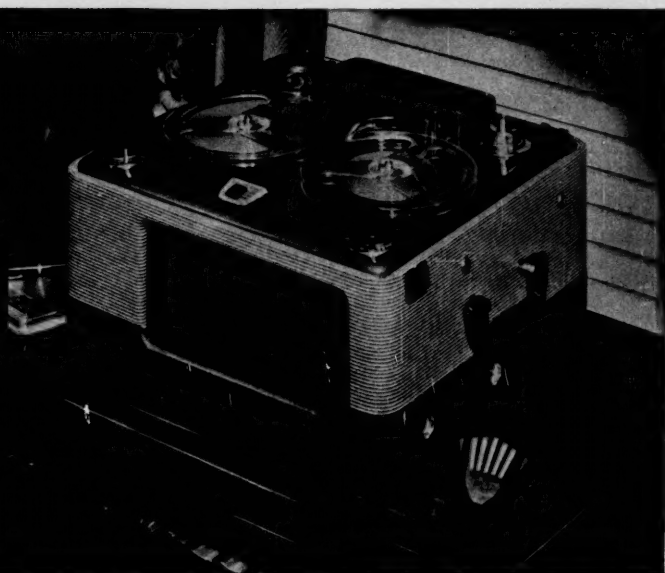
A similar point of view was expressed by W. A. Early, president of the rural department of the N.E.A. and superintendent of Arlington County schools, Arlington, Va.

In addressing one of the divisions, he said, "Administrators must recognize that democracy works *in* the school system. The schools are as good as the people make them. The public school must include everyone."

Many of the meetings were organized as discussion groups. These group discussions were summarized at the last general session by Shirley Cooper, assistant executive secretary, American Association of School Administrators; M. L. Cushman, associate professor of rural education, Iowa State College, and Jane Franseth and C. O. Fitzwater of the U.S. Office of Education.

Mr. Cooper reported group consensus that: (1) there must be similar educational opportunities for everyone; (2) the educational activities must be an integral part of community living, and

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NEWS...

(3) the program must incorporate the ideas of democracy.

"Among the challenges ahead," he said, "is the problem of educating the children of migrant agricultural workers and of reshaping our school district units." Among major achievements in rural education he listed greater participation by laymen (and especially better parent-teacher relationships), a curriculum based more nearly on the needs of children, the increase of teachers' salaries, the growth of staffs for

supplementary services, and the development of school administrators as educational and community leaders.

Miss Franseth, in describing the staff needed for the comprehensive program, emphasized that the rural school leader, by the way he lives, should show deep understanding and appreciation of rural life. The rural program, she said, should not copy urban schools but should select practices and curriculum content that directly contribute to the aims of rural education.

Among the challenges, she mentioned a great need for the profession to develop more skills in working with people and the need for research to identify qualities that make for good teaching.

"The county unit must supplement, not supplant, the local unit," warned Dr. Cushman. Among major challenges, he listed the need for state legislation that will permit and encourage the improvement of rural education. Our current achievements he said, are also our challenges. These include the continued improvement of instructional services and the extension of many other services, such as traveling libraries, audio-visual aids, camping and recreation, conservation education, guidance and more help for the handicapped child. He stressed the importance of surveys, research and possible economies through cooperative purchase of supplies. Above all, he recognized that financing is the No. 1 problem.

"Our achievements are relative matters, because tomorrow's needs will be greater," said Mr. Fitzwater. Discussions of public relations, he said, recognized it as a day by day continuous process—not a fire hose to put out a fire. All agreed that the pupil in the classroom is the focal point, and that parents must be equally involved in the planning and evaluation of the school program. The challenge, he said, is to be more effective in coordinating the efforts of the various groups in the community and to learn and apply the technics of groups processes.

MOST SIGNIFICANT FACT

Asked to describe the most significant fact of the convention, Paul D. West, president of the conference and superintendent of Fulton County schools, Atlanta, Ga., mentioned the "growing realization on the part of the county superintendent of the services needed to provide adequately for a sound program of education." He said the conference was a "manifestation of the greatest professional enthusiasm that the organization has ever shown, an enthusiasm which will transform itself inevitably into tangible benefits for the boys and girls of rural America."

Howard Dawson, executive secretary of the conference, characterized the Dallas meeting as "another landmark in our road of progress to bring the problems and importance of rural education to the attention of the nation."

Attendance at this sixth annual con-

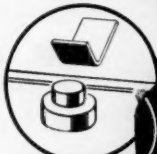
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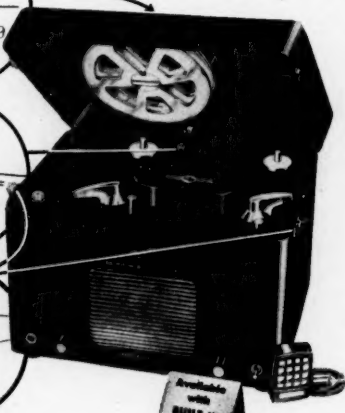
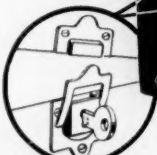
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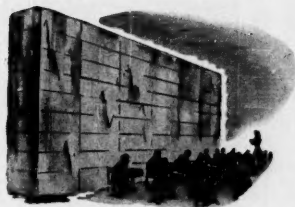
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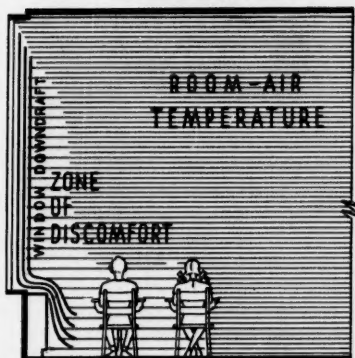


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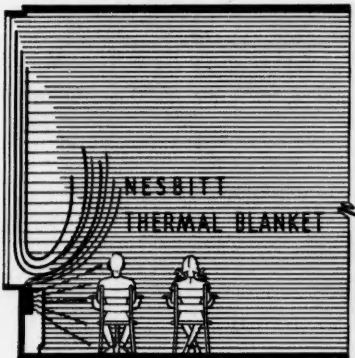


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NEWS...

ference was estimated at 1000, with approximately 650 delegates registered. The program next year will be held in New York City, October 12 to 15.

Frank M. Jackson, superintendent of Tom Green County Schools, San Angelo, Tex., is the new president.

**Staff Participation Policy
Matters Urged in Report**

NEW YORK.—A tentative plan suggesting the solution of problems by "agreement arrived at through conference, or negotiations, and compromise when necessary," has been issued by the committee to study staff relations.

The committee, appointed by the board of education of New York City was set up to formulate procedures by which complaints and sources of grievance involving members of the teaching and supervisory staffs can be handled effectively in the future.

"Only when that [agreement] is not possible should authoritative determinations be made, and then preferably through arbitration within limits established by law," the committee said in an interim report sent to the board of education and to teacher groups.

**Goslin to Receive
Associated Exhibitors' Award**

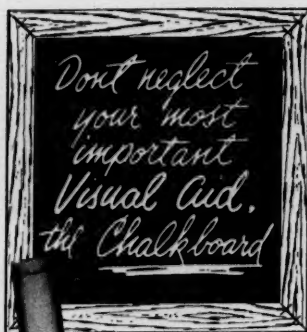
CHICAGO. — Willard E. Goslin, former superintendent of schools at Pasadena, Calif., and Minneapolis, will receive the 1952 award of the Associated Exhibitors of the N.E.A. Announcement of Goslin's nomination was made following the meeting of the executive committee of the exhibitors' group here October 10.

Mr. Goslin is now head of the division of school administration and community leadership at George Peabody College for Teachers, Nashville, Tenn. His defense of modern education and his resignation requested by the Pasadena school board, with a year and a half of his contract still to go, aroused national concern over activities of front groups attacking public schools.

**Congress Expected to "Liberalize"
Public Laws 815 and 874**

WASHINGTON, D.C.—Before it adjourns Congress is expected to "broaden and liberalize" Public Laws 815 and 874, providing federal aid for war-impacted school districts.

Chairman Barden of the House committee on education has laid before the House a series of amendments to these



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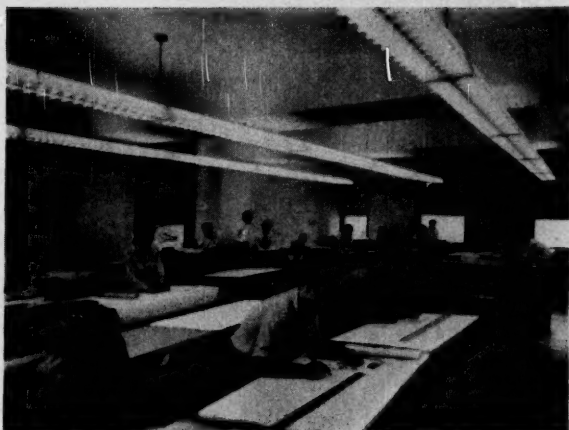
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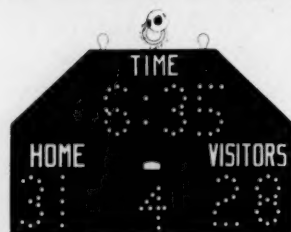
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NEWS...

two basic laws. In the main, the amendments should result in more aid to more schools, both for maintenance and construction. Here is how:

Today, to be eligible for payments under P.L. 874 a school district must experience, as a result of U.S. activities, a 10 per cent increase in school attendance over the previous three-year average. But when this 10 per cent increase is calculated children whose parents live and work on federal property may not be counted. School executives have complained that this works unfairly against the school district. The proposed amendments would remove this restriction.

The new amendments also authorize the commissioner of education to help any school district located in a critical defense housing area. However, the conditions under which the commissioner may act are sharply limited. The House committee says:

"Assistance would be extended only where the local agency is unable, with the aid otherwise available to it under Public Law 874 and from all other federal, state and local sources and despite the exertion of a reasonable tax effort, to provide education without further financial assistance. The aid could not exceed the portion of the cost of the education which the commissioner estimates to be attributable to national defense activities in the area and not to be recovered from other sources."

Only the President will have authority to name the "critical defense housing area" for which the commissioner would have the right to extend school aid for maintenance and construction.

8,000,000 Veterans Benefited From G.I. Bill

NEW YORK. — About 8,000,000 veterans benefited by the G.I. Education Bill. The seven-year deadline for starting education under the bill was reached July 25.

A nationwide survey, conducted by the *New York Times*, indicated that educators everywhere believed that the G.I. program was successful, although in some cases the administration of the money proved inefficient.

The Veterans Administration, which supplied figures for the educational training program, broke down the expenditures for the seven years as follows: for subsistence, \$9,900,000,000; tuition, \$3,550,000,000; equipment, \$376,000,000; supplies and materials, \$86,000,000 and counseling, \$26,000,

000. This is a total of \$13,904,000,000.

The bill also subsidized veterans for these categories: college, 2,350,000; below college, 3,430,000; on-the-job training, 1,630,000, and on-the-farm training, 760,000. The total is 8,170,000.

Dr. Robert B. Stewart, vice president of Purdue University and chairman of the V.A.'s advisory committee, said:

"I definitely believe educational opportunity should be provided for those serving in the armed forces since June 21, 1950, but that such opportunity should be limited to assistance in readjustment through education and training, not in complete payment for the cost of subsistence and any education selected by the veteran."

Veterans who are now enrolled will be allowed to complete their educational programs.

Government Spent \$3,617,518,287 on Education in 1950

WASHINGTON, D.C. — A report prepared for the House labor and education committee by the legislative reference service of the Library of Congress discloses that the federal government spent \$3,617,518,287 on educational programs in the fiscal year 1950.

Graham A. Barden (D-N.C.), chairman of the committee, requested the report as the basis for a committee study of future policies concerning government activities in the field of education. The report recognizes "wide differences of opinion" as to whether the expenditures for the programs should be charged to educational or other purposes, since frequently "the primary or ultimate objectives are noneducational in nature."

Some of the educational activities the federal government, its bureaus, and its departments sponsor include operation of schools for army and navy officers, for merchant seamen, for public health service workers, for the police officers in the F.B.I., for convicts in prison, for aliens desiring to become citizens, for Indians and Eskimos and for children of service personnel.

The Veterans Administration, with its G.I. training and other programs, accounted for \$2,941,218,541 of the \$3,617,518,287. The Federal Security Administration spent \$70,089,436; the Agriculture Department, \$177,083,596; the Defense Department, \$275,000,000; the Atomic Energy Commission, \$25,762,454, and the State Department, \$21,593,693.

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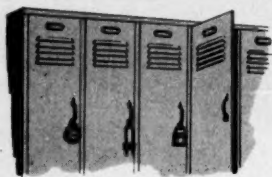
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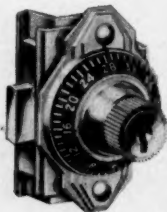
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NAMES IN THE NEWS SUPERINTENDENTS...

Mortimer Brown, who went to El Paso, Tex., July 1 as deputy superintendent of city schools, assumed the active management of all educational and business phases of the administration of El Paso schools September 1, following the retirement of **A. H. Hughey**. Previously Dr. Brown was superintendent of schools at Tyler, Tex. In 1937, when the new state teachers retirement law went into effect, Dr. Brown was chosen first director of the Teachers Retirement System of Texas and put the law into operation. He is at the present time president of the Texas State Teachers Association.



Mortimer Brown

Dale Nudell is the new superintendent at Marion, N.D. He previously was superintendent at Erie, N.D.

George Mills has assumed his new duties as assistant superintendent in charge of secondary education at Dearborn, Mich. He left a post with the University of Michigan as lecturer in education to go to Dearborn. Previously he had been supervisor of curriculum and audio-visual education for the public schools at Kalamazoo, Mich., and professor of education at Western Michigan College of Education, Kalamazoo.

Edwin W. Born has been appointed superintendent of the North Adams-Jerome school district in Michigan, succeeding **Edward W. Phelps**.

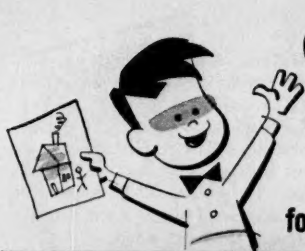
W. O. Durham has resigned his post as superintendent of schools at Bunker, Mo., to become elementary supervising principal at Sullivan, Mo.

Roy Johnson has assumed the duties of superintendent of the Gregory public schools, Gregory, S.D., succeeding **C. H. Hammer**.

John H. Gotschall, superintendent of schools at East Bridgewater, Mass., for the last 13 years, has resigned to accept a similar position at Auburn, Mass.

Lynn Twitty has been appointed superintendent of schools at Sikeston, Mo., succeeding **Bremen Van Bibber**, who has accepted a position with Lindenwood College for Women, St. Charles, Mo., as head of the education department. Mr. Twitty's former position was as superintendent of schools at Lilbourn, Mo.

M. Martin Walling Jr. has been elected superintendent of schools at Maypearl,



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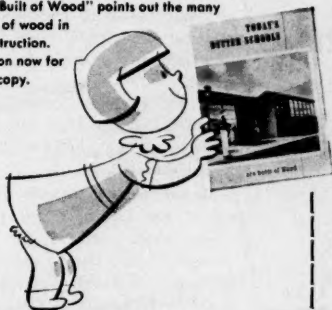
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NEWS...

Tex., succeeding **E. L. Bost**, who held the post for the last six years.

Raymond Beam is the new superintendent of schools at Cleghorn, Iowa.

Walter Hetzel succeeds **Phillip J. F. Fjelsted** as superintendent of schools at Decorah, Iowa. His former position was as superintendent of schools at Cresco, Iowa.

Howard Dean, principal at O'Neill school, O'Neill, Neb., for the last two years, has been named superintendent of schools at Stanton, Iowa.

George H. Stukenbroeker is the newly appointed county superintendent of schools in St. Charles County, Missouri. A school teacher and school principal for more than 30 years, he was a school superintendent in Kansas for nine years.

Walter Fields' successor as superintendent of the school district at Prague, Okla., is **Arthur Clark**. Mr. Clark served as superintendent of three schools in Rogers County, Oklahoma, for a total of 21 years, the last seven at Chelsea, Okla.

William Anderson has succeeded **D. R. Littell** as superintendent of schools at Villisca, Iowa.

J. Forrest Burns has resigned as superintendent at Kings Mills, Ohio, to become head of the schools at Franklin, Ohio. He succeeds **R. E. Augspurger**, who resigned in July to accept a similar post at Wapakoneta, Ohio.

J. O. Dill, principal of the Greenwood consolidated schools at Greenwood, Ark., since 1934, has been named superintendent to succeed **C. B. Smith**, who resigned to become superintendent of the schools at Mulberry, Ark.

E. E. Robinson, superintendent of the school at Fredericksburg, Iowa, for two years, has resigned. **Ross Edwards**, high school principal, has been named temporary superintendent.

Dean William Nichols is the new superintendent of the school at Sheldon, Mo. His former post was at St. Clair, Mo., where he was principal of the high school.

C. D. Kersbergen, former superintendent at Dawson, Iowa, and **Leo E. Willadsen**, formerly superintendent at Minburn, Iowa, succeed **H. V. Vanderstoep** of Ellsworth and **B. L. Hudtloff** of Kamrar in their positions as superintendents.

Helen Harris has been appointed superintendent of the Luray High School, Luray, Mo.

O. D. Hanson, formerly superintendent at Brooten and Kensington, Minn., succeeds **W. N. Nelmark** as superintendent of schools at Mabel, Iowa. Mr. Nelmark resigned to accept the superintendency at Heron Lake, Iowa.

Roy Morgan, new superintendent at Canistota, S.D., was formerly associated with the school system of Redfield, S.D.

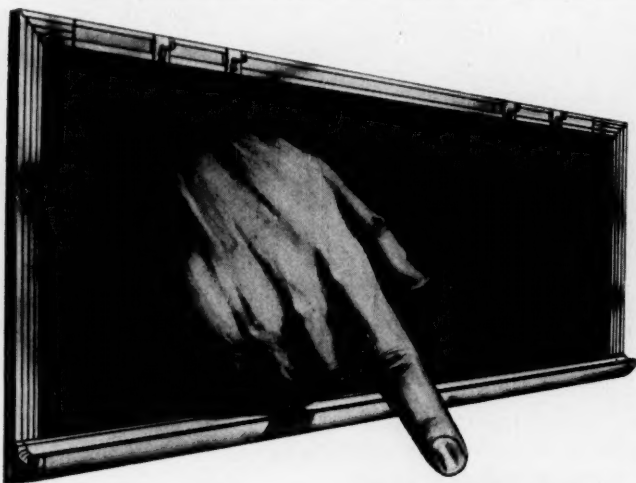
Adrian A. Schwieger, superintendent at Preston, Minn., for the last 10 years, has resigned to enter business.

Leonard G. Palopoli has assumed his new duties as superintendent of schools at Plainfield, Conn., and as supervising principal of Plainfield High School. He was formerly principal of the high school.

M. W. Hedrick, former coach and principal at Roscoe High School, Roscoe, Tex., is the new superintendent of the Roscoe schools.

Maurice Lenz is the new superintendent of the Liberty Union District in Ohio, which includes the towns of Orange, Berlin, Hyatts and Powell.

Keith L. Wade has been named superintendent of schools at Centralia, Kan.,



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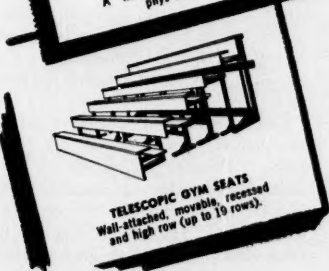
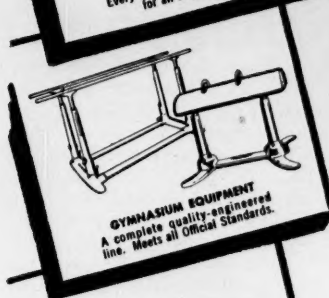
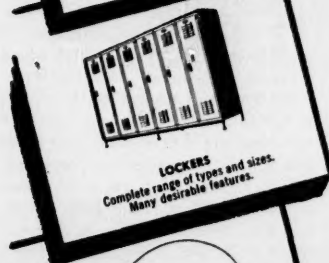
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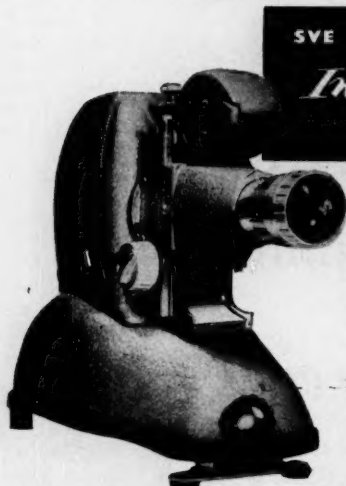
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NEWS...

succeeding Lee Cashman, who resigned to become principal at Atchison County Community High School at Effingham, Kan.

R. D. Babenold, formerly of Canton, Ohio, is the new superintendent of the consolidated school at Welton, Iowa.

Thomas W. Pyle and James L. Prince have been appointed assistant superintendents of Montgomery County public schools in Maryland. Mr. Pyle, a member of the county school system for 30 years, has been supervisor of high school education the last two years. Dr. Prince is the former superintendent of schools at Sapulpa, Okla. In his new work he will supervise the selection, promotion and transfer of professional personnel.

R. R. Dalley, superintendent of schools at Hinsdale, Mont., since 1945, has resigned to accept a position as executive secretary of the Montana High School Association. He will be in charge of the association's recently opened office at Helena. R. H. Wollin was part-time secretary for 23 years. He accepted the full-time position for two months before his retirement.

PRINCIPALS...

Walter P. McIntosh, principal of North High School at Syracuse, N.Y., has been named the new principal of Central High School at Syracuse. Jesse Ross, vice principal at Central, succeeds Mr. McIntosh as principal at North.

John Swenson, principal of the high school at Gunnison, Colo., has resigned to accept a position as executive director of the Colorado Association of School Boards, with offices in Boulder.

Joe Lowe has been appointed principal of the laboratory junior high school and elementary schools of Mankato State Teachers College, Mankato, Minn., Herbert Smith, acting principal of the junior high school for the last two years, will continue on the staff as a teacher.

Edward A. Scott succeeds A. C. Shropshire as principal of Bartlett School at St. Joseph, Mo. Previously, Mr. Scott taught at Wilberforce University in Ohio and in the high school department of Allen University at Columbia, S.C., and was dean of Western University, Quindaro, Kan.

Carl J. Bennett is now principal of the Francis Howell Community High School at Weldon Spring, Mo.

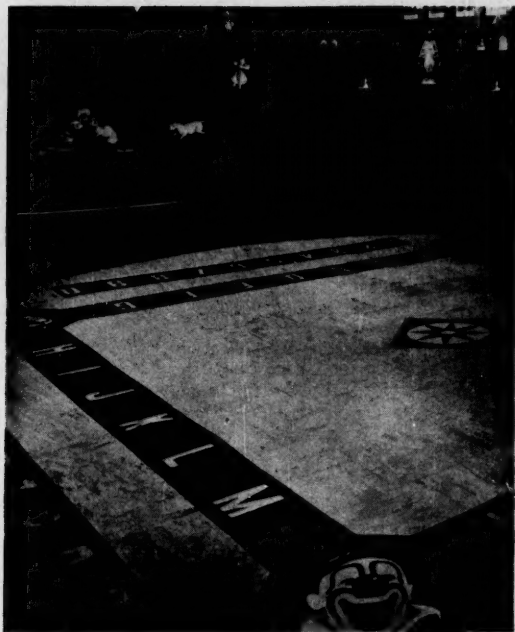
Slayden Douthitt, principal of the Union City High School, Union City, Ky., has resigned. He will be succeeded by John Miller, principal at Trenton High

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NEWS...

School, Trenton, Ky., for the last three years.

Whitefield Kimball has resigned as principal of the high school at Manchester, Mass., to accept the principalship of North Brookfield High School, North Brookfield, Mass.

John F. Devine is the newly appointed principal of Grover Cleveland High School at Buffalo, N.Y. Mr. Devine, who was formerly assistant principal of the school, succeeds **Charles A. Kennedy**, who retired last June.

Nelson G. Patrick, band director for the last six years, has been named principal of the San Benito High School at San Benito, Tex. He succeeds **G. F. Nichols**, who resigned and will teach in the junior high school.

Edward Gibbs III, director of guidance of Saugus High School, Saugus, Mass., has resigned to become principal of the Union High School of the towns of Tilton and Northfield in New Hampshire.

Paul C. Brownell has resigned as prin-

icipal of the junior and senior high schools at Lake Stevens, Wash., and has accepted a post as principal of the Bainbridge Island school district's high school at Winslow, Wash.

IN THE COLLEGES...

A. V. Overn, professor of education at the University of North Dakota since 1930 and acting director of the graduate division since March 1950, retired September 7. Dr. Overn has been a member of the editorial advisory board of *The Nation's Schools* since September 1942. He began his educational career in 1915 as superintendent at Hills, Minn.; two years later he accepted a similar position at Alden, Minn. He was high school principal at Hutchinson, Minn., instructor in education at the State College in Brookings, S.D., and head of the department of education at Augsburg College in Minneapolis. The first Saturday classes for graduate students were organized by Dr. Overn when he went to the University of North Dakota in 1930. Now more than 25 colleges offer them. During World War II he was physics instructor for air force trainees stationed on the campus, and in World War I he served as an examiner in trade tests and in an officers training camp. During summer sessions he has taught at Duke University, the University of Michigan, and Pennsylvania State College. Dr. Overn also was editor of the *School of Education Record* at the University of North Dakota.

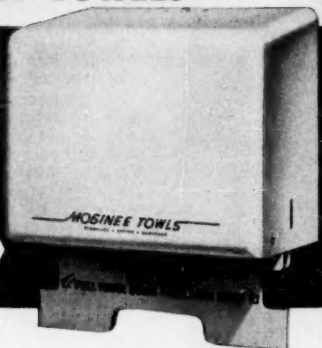
Frederic W. Heimberger, dean of the Ohio State University College of Arts and Sciences, has been named vice president of the university in charge of faculty and curriculums, succeeding **Harlan Hatcher**, whose appointment as president of the University of Michigan was announced in the August issue.

Samuel Flowerman, director of the American Jewish Committee's department of scientific research for the last three years, has been appointed visiting professor of education in charge of the doctoral program in intergroup relations at Teachers College, Columbia University. He succeeds **Martin P. Chworowsky**, who resigned to become director of the recently established Albert M. Greenfield Center for Human Relations in Philadelphia and professor of human relations at the graduate school of arts and sciences at the University of Pennsylvania.

Lloyd Luckmann is the new coordinator of instruction at City College of San

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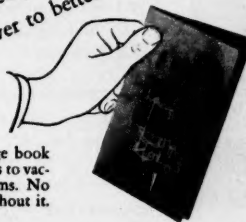
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NEWS...

Francisco succeeding **Marcus Skarstedt**, who retired at the close of the spring 1951 term. Dr. Luckmann has been serving as dean of university courses at the college since 1949. Previously he was assistant to the then president, **A. J. Cloud**.

William E. Stirton, principal of Cass Technical High School in Detroit, has been named supervising director and assistant to the president of Wayne University. Mr. Stirton will be on special assignment to the president's office and

will deal particularly with a number of proposed civic projects.

John A. Ramseyer, who has headed University School at Ohio State University since 1946, will direct the five-year C.P.E.A. regional project at Ohio State under a grant from the W. K. Kellogg Foundation. **Donald P. Cottrell**, dean of Ohio State's college of education will have general supervision of the project.

Grayson Kirk, acting president of Columbia University, has received the

doctor of laws degree from Brown University and Union College.

Harry M. Bradley has assumed his duties as director of Peabody Laboratory School, Georgia State College for Women, succeeding **Mildred English**, who is in Germany as consultant in education to the high commissioner's office. For the last year, Mr. Bradley has been consultant to the director of the University of Florida, **P. K. Yonge** Laboratory School.

OTHERS...

Claude L. Kulp has been appointed associate commissioner of education for elementary, secondary and adult education of the New York State Education Department. Mr. Kulp



Claude L. Kulp

succeeds **Harry V. Gilson**, whose appointment as educational director of the National Society for Crippled Children and Adults was announced in the October issue. Mr. Kulp has been superintendent of the Ithaca public schools since 1930. In 1950-51 he was on leave from that post to serve as coordinator of the public school survey of Buffalo, N.Y.

Eric Kebbon, architect of the New York City Board of Education and superintendent of school buildings (design and construction), has filed his application for retirement. He designed more than 100 new public schools and school additions in New York City.

Laurence F. Shaffer, professor of education and head of the department of guidance at Teachers College, Columbia University, has been named president-elect of the American Psychological Association for 1951-52. He has served as head of the bureau of measurements and guidance at the Carnegie Institute of Technology and is a consultant in clinical psychology to the Veterans Administration and in mental hygiene to the U.S. Public Health Service.

Hubert C. Armstrong succeeds **Frederick C. McLaughlin** as director of the Public Education Association, a citizen organization which has been working for improvements in the New York City school system for the last 56 years. Mr. Armstrong has been a faculty member of the Harvard University Graduate School of Education since 1949. He formerly was director of research for the

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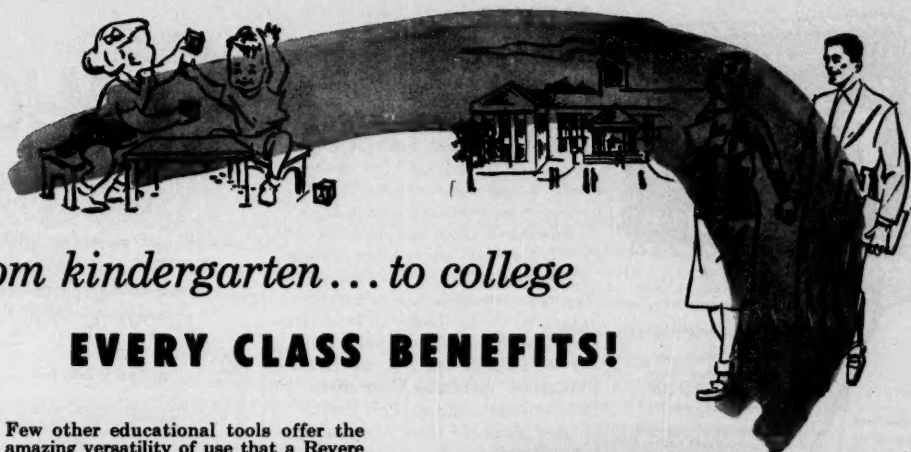
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*"Terrazzo as Affected by Cleaning Materials" by D. W. Kessler (National Bureau of Standards). Originally published in *Journal of the American Concrete Institute* September, 1948.

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NEWS...

education committee of the California state legislature and chief of the California State Department of Education's division of research and finance. For 13 years, he served the public school system of Oakland, Calif., as director of research and active director of the department of individual guidance.

Edward G. Olsen has joined the staff of the National Conference of Christians and Jews as Chicago educational director. He formerly was a member of the faculty of the University of Texas. During 1944 he served as special assistant in Washington, D.C., to the National Education Association's committee on international relations; from 1948-50 as a member of the board of managers of the Washington State Congress of Parents and Teachers, and from 1947-50 as executive secretary of the Washington State Council for UNESCO.

DEATHS...

Reinhold H. F. Halsey, who retired in 1937 as deputy superintendent of school buildings for the building bureau, New York City Board of Education, died September 3 at his home at Newtown, Conn. Mr. Halsey had been with the board of education for 31 years before his retirement. He began his career there as a draftsman.

Ralph Worthington Crane, supervising principal of schools in Dunellen, N.J., from 1927 until his retirement in 1949, died September 8 at Union, N.J. Before going to Dunellen he taught in Bethlehem Preparatory School, Bethlehem, Pa., and in schools in Perth Amboy and South River, N.J. He also had been headmaster of Carmel Hall at Stratford, Conn.

G. Kent McCauley, superintendent of schools at La Junta, Colo., for the last six and a half years, died August 29 following an illness of two years.

Robert Edgar Carroll, superintendent of DeKalb County schools in Georgia for 12 years, died September 18 at his home in Ocala, Fla. Mr. Carroll had taught school in several Florida cities in recent years. For the last five years he headed a teachers employment agency in Ocala.

E. J. Lederle, former superintendent of schools in Oakland County, Michigan, died September 3 at Leland, Mich. After serving as Oakland County school commissioner from 1923 to 1941, he was appointed the county's first superintendent. He retired from this post in November 1948.

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Meeting dates for national and regional programs

NOVEMBER

- 11-17. American Education Week.
12-14. School Food Service Association, New York City.

DECEMBER

- 3-6. National School Service Institute, Chicago.

JANUARY

25. National Citizens Commission for the Public Schools, St. Louis.

FEBRUARY

- 7-10. National Conference, N.E.A. Department of Audio-Visual Instruction, Boston.
22-23. National School Boards Association, St. Louis.
22-25. Annual Meeting, N.E.A. Department of Rural Education, St. Louis, Mo.
23-27. Regional Convention, American Association of School Administrators, St. Louis.

25. Regional Convention, National School Public Relations Association, St. Louis.

MARCH

- 8-10. Area Meeting, N.E.A. Department of Rural Education, Los Angeles.
8-12. Regional Convention, American Association of School Administrators, Los Angeles.
10. Regional Convention, National School Public Relations Association, Los Angeles.
10. Regional Meeting, American Educational Research Association, Los Angeles.

APRIL

- 5-7. Area Meeting, N.E.A. Department of Rural Education, Boston.
5-9. Regional Convention, American Association of School Administrators, Boston.
6-10. Annual Meeting, American Association for Health, Physical Education and Recreation, Los Angeles.
7. Regional Convention, National School Public Relations Association, Boston.
7. Regional Meeting, American Educational Research Association, Boston.
10, 11. Midwest Conference on Rural Life and Education, Sioux Falls, S.D.
16-19. National Conference on Higher Education, Chicago.
20-23. Midwest Conference on Administrative Leadership Serving Community Schools, N.E.A. Department of Rural Education, Fargo, N.D.
21-23. Great Lakes Conference on Rural Life and Education, N.E.A. Department of Rural Education, University of Wisconsin, Madison.
30-May 3. International Council for Exceptional Children, Omaha.

JUNE

- 16-19. National Association of Student Councils of the National Association of Secondary-School Principals, Evanston, Ill.
30. N.E.A. Department of Elementary School Principals, Detroit.
30. Annual Meeting, N.E.A. Department of Classroom Teachers, Detroit.
30-July 5. National Education Association, Detroit.

JULY

- 7-18. Ninth Classroom Teachers National Conference, N.E.A. Department of Classroom Teachers, Michigan State Normal College, Ypsilanti, Mich.



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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Elementary School Administration and Supervision. By Willard S. Elsbree, professor of education, Teachers College, Columbia University, and Harold J. McNally, associate professor of education, Teachers College, Columbia University. American Book Company, 55 Fifth Ave., New York 3. Pp. 457. \$4.50.

The Schools and National Security. Recommendations for elementary and secondary schools. Edited by Charles W. Sanford, director, Illinois secondary school curriculum program, and associate dean, college of education; Harold C. Hand, professor of education, and Willard B. Spaulding, dean, college of education, all of the University of Illinois. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 18. Pp. 292. \$3.

ADULT EDUCATION

Your Child and His School. A handbook for parents. Chester F. Miller, superintendent, Saginaw Public Schools, Saginaw, Mich.

Creative Leadership of Adult Education. By Paul L. Essert, professor of education and executive officer, Institute of Adult Education, Teachers College, Columbia University. Prentice-Hall, Inc., 70 Fifth Ave., New York 11. Pp. 333. \$3.75.

CURRICULUM

Secondary Education. Guidance—Curriculum—Method. By C. B. Mendenhall and K. J. Arisman, college of education, Ohio State University. Contributions by Lindley J. Stiles, James Rybak, Ralph Cunningham, Joan L. Ostrov

and Ruby Hess. William Sloane Associates, Inc., 119 W. 57th St., New York 19. Pp. 424. \$3.75.

Community School Camps. A guide for development. The Michigan State Department of Public Instruction, Lee M. Thurston, superintendent. Pp. 34.

A Pictorial Review of the Department of Music. The school district of the city of Erie, Pa. Pp. 35.

Human Relations in the Classroom. Course III, recommended for 8th or 9th grades. Has 30 complete lesson plans and six teacher aids. The teacher aids give background material and suggestions to help the teacher conduct human relations classes. Among the teacher aids are: "The Emotional Orphan," "Mental Health of the Teacher," "Logistics in Education," "Emotional Problems of Students," "In-Service Training in Human Relations." Delaware State Society for Mental Hygiene, 1404 Franklin St., Wilmington, Del. Pp. 250. \$3.

FINANCES

Public School Finance. Its background, structure and operation. By Paul R. Mort, professor of education, Teachers College, Columbia University, and Walter C. Reusser, dean of adult education and community service and professor of educational administration, University of Wyoming. McGraw-Hill Book Co., Inc., 330 W. 42d St., New York 18. Pp. 639. \$6.

HIGHER EDUCATION

Trustees—Teachers—Students. Their roles in higher education. University of Utah Press, Salt Lake City. Pp. 120. \$2.

MAINTENANCE

Manual for Use of School Buildings and Grounds. Administrative Manual No. 1, department of community relations. Board of Education, Cincinnati. Pp. 14.

PERSONNEL

Policies and Procedures for Professional Personnel and Non-Teaching Staff of Erie Public Schools. School district of the city of Erie, Pa. Pp. 134.

A Manual on Certification Requirements for School Personnel in the United States. Including 48 states, District of Columbia, territories and outlying parts. Lists, for the first time, the colleges and universities authorized by the states to train teachers and the courses offered by each. Prepared jointly by W. Earl Armstrong, associate chief for teacher education, U.S. Office of Education, and T. M. Stinnett, associate secretary, National Commission on Teacher Education and Professional Standards, N.E.A. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 182. 70 cents.

PUBLIC RELATIONS

They Can't Wait. Illustrated booklet prepared for public release during American Education Week, November 11-17 by U.S. Office of Education. Order from U.S. Printing Office, Washington 25, D.C. Pp. 24. 10 cents.

RESEARCH

Some Achievements of the Negro Through Education. Second revised edition, 1951. By Jessie Parkhurst Guzman. Records and research pamphlet No. 1. Department of Records and Research, Tuskegee Institute, Alabama. Pp. 41. Bound 75 cents. Unbound 50 cents.

SCHOOLHOUSE PLANNING

Standards for the Evaluation of Elementary School Buildings. By C. W. Odell, professor of education, University of Illinois. Pp. 62.

Standards for the Evaluation of Secondary School Buildings. By C. W. Odell, professor of education, University of Illinois. Pp. 62.

Guide for Housing and Layout of School Shops in California. Prepared by the California school shop planning committee in cooperation with the bureau of trade and industrial education and the office of school planning of the California State Department of Education. Pp. 40.

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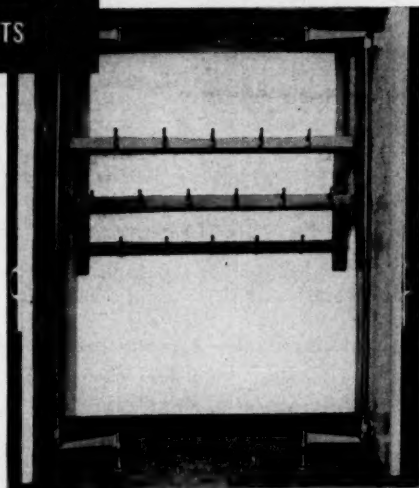
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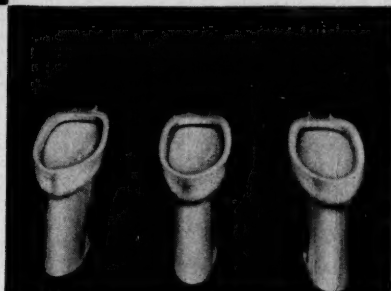
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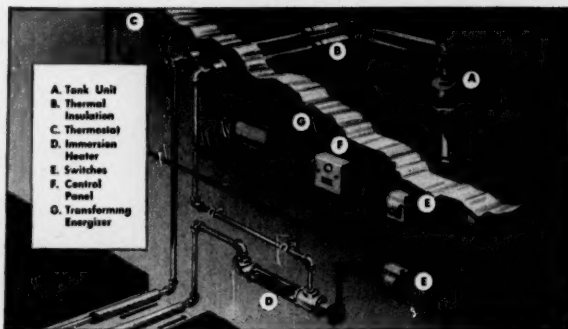
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| Riverside Intermediate School | Riverside, Illinois |
| South Portland High School | South Portland, Maine |
| Wells High School | Wells, Maine |
| Surrattville Elementary School | Clinton, Maryland |
| Fairmont Heights School | Fairmont Heights, Maryland |
| Driscoll School | Brookline, Massachusetts |
| Groton School | Groton, Massachusetts |
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| South Side Elementary School | Dover, New Hampshire |

| | |
|------------------------------------|-------------------------------|
| Franklin High School | Metuchen, New Jersey |
| Bradley Park School | Ocean Grove, New Jersey |
| Red Bank High School | Red Bank, New Jersey |
| Bishop Timon School | Buffalo, New York |
| Chautauqua Central School | Chautauqua, New York |
| Holland Central School | Holland, New York |
| Mohawk Central School | Mohawk, New York |
| Lindberg School | Niagara Falls, New York |
| Edgewood High School | Ashtabula, Ohio |
| Lear Road Elementary School | Avon Lake, Ohio |
| Harvey High School | Painesville, Ohio |
| Essington Public School | Delaware City, Pennsylvania |
| Garrettsville School | Drexel Hill, Pennsylvania |
| East Providence Senior High School | East Providence, Rhode Island |
| Spalding High School | Barre, Vermont |
| Hanover Elementary School | Rutland, Vermont |
| Beaumont Industrial School | Powhatan County, Virginia |
| Dunbar School | Richmond, Virginia |

| COLLEGES | |
|--|----------------------------|
| Yale University | New Haven, Connecticut |
| St. Joseph's Seminary | Washington, D. C. |
| Northern Illinois State Teachers College | DeKalb, Illinois |
| Westbrook Junior College | Portland, Maine |
| Colby College | Waterville, Maine |
| Lasell Junior College | Auburndale, Massachusetts |
| Boston University | Boston, Massachusetts |
| Bradford Junior College | Bradford, Massachusetts |
| Brandeis University | Waltham, Massachusetts |
| Stephen's College | Columbia, Missouri |
| Marillac Seminary | Normandy, Missouri |
| Eden Seminary | Webster Grove, Missouri |
| New Jersey State Teachers College | North Haledon, New Jersey |
| St. Joseph's College | Philadelphia, Pennsylvania |
| University of Vermont | Burlington, Vermont |

FLUID SYSTEMS, INC.

1881 Dixwell Ave., New Haven 14, Conn.

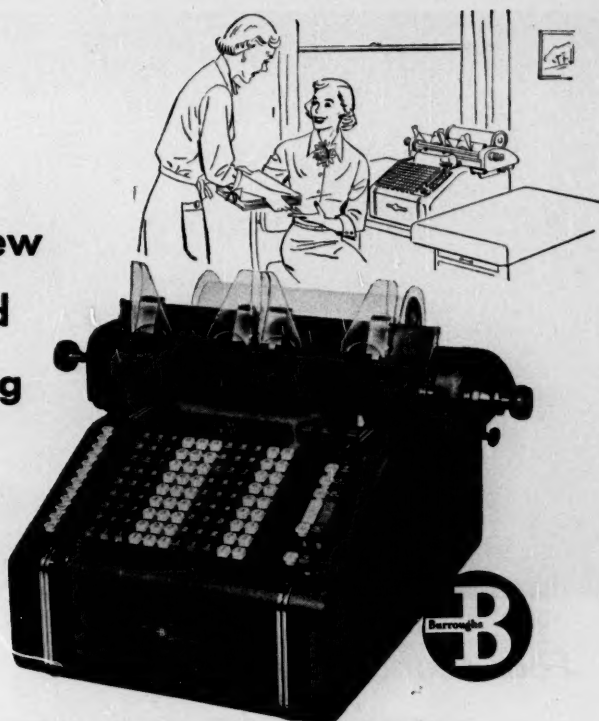
Please send me, without obligation, "The Common Sense of Heavy Fuel Transport" and "The Figures that Prove Thermal Electric Costs Less".

Name _____ Position _____
 School _____
 Address _____
 City _____ State _____

Fluid Systems, Inc. and Thermal Electric are trade marks registered in U. S. Patent Office. NSS-4

PAT. NO. 2,828,403
Thermal Electric
 Fluid Systems, Inc., 1881 Dixwell Ave., New Haven 14, Conn.

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Cost Records
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WHEREVER THERE'S BUSINESS THERE'S

Burroughs



Square panels of birch Weldwood Plywood, and tables topped with Korina Micarta, in teachers' room, Stockton School, East Orange, N. J. Architect, Emil A. Schmidlin.

Four sound reasons for using WELDWOOD® PLYWOOD in your school buildings

1. You provide for your students a background of beauty and good taste when you use Weldwood Plywood in corridors, classrooms, assembly rooms and offices.

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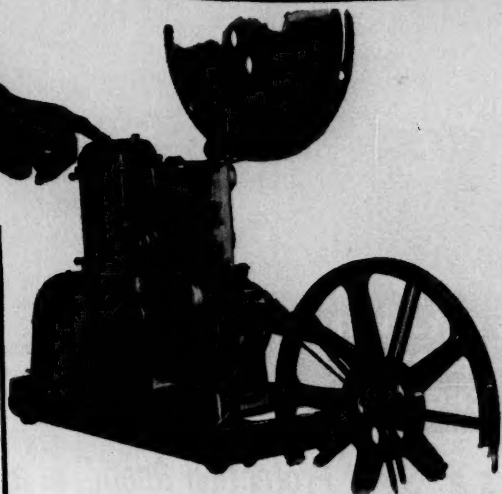
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Compact and lightweight,
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Students Learn Faster, Remember Longer, Enjoy Subjects More When Taught the Low Cost Stylist Way!

The remarkable new Ampro Stylist Projector is acclaimed by school management, instructors and students alike. Management favors the Stylist's low initial cost, thrifty upkeep, and because it's easy on film. Instructors prefer the Stylist's handy light weight, easy set-up, simple operation, and hour-long reel showings. Students like the Stylist's crystal-clear pictures—true-to-life sound ... and quiet running motor.

You, too, will prefer the Ampro Stylist for your school—once you compare it feature for **\$375⁰⁰**

Complete with 8" Speaker and Carrying Case

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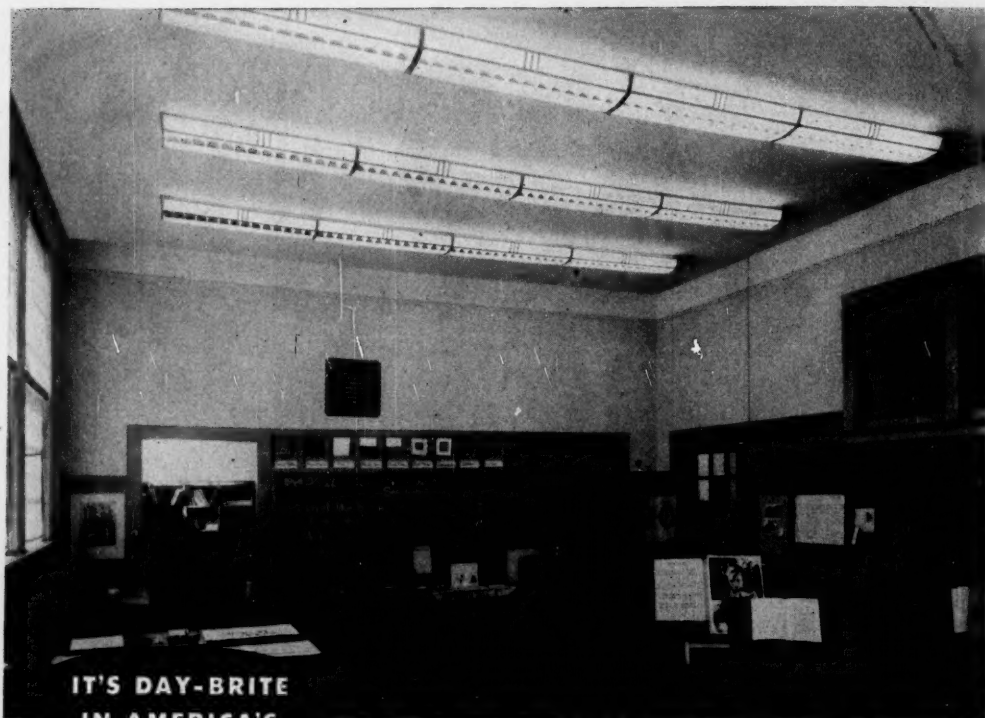
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SCHOOLS**

This classroom in the Public School System of Winston-Salem, North Carolina, like hundreds of schools throughout America, is lighted by Day-Brite fixtures.

Here's a "Sight Protection Room" in a North Carolina School

Any teacher, school principal or Public School System which is interested in school lighting will be interested in this North Carolina "sight protection room." With soft, even light of adequate intensity, there is no glare, no shadows, no danger of eyestrain. Students like these well illuminated classrooms because they can see better, concentrate easier, fatigue less. And custodians like the rugged, simply designed Day-Brite fixtures that do the

job, because they require little maintenance and are easy to keep clean.

Day-Brite knowledge, gained through years of research on school lighting problems, planned the *modern* lighting for this school...as they have done for literally hundreds of schools all across America. Day-Brite's experience in the school lighting field can help you with your school lighting problems, too. Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis, Missouri.

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AMERICA MUST SEE WHAT IT'S DOING

IT'S EASY TO SEE WHEN IT'S



Get these proved TEACHING ADVANTAGES of **IBM** Electric Typewriters



1. **Faster Technique Development.** The easy action of IBM Electric keys helps students build word patterns quickly.
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☐ Please send booklet, "Electric Typewriters in Education," and complete educational kit.

☐ We'd like to see your new full-color sound movie "Electric Typing Time" on _____ (date)

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School _____

Address _____

City _____ State _____

NEW!

Most practical sewing class equipment ever!

SINGER's Combination Sewing and Cutting Table!



Provides sewing machines for two students —work space for two others. A marvel of efficiency! Over-all size 60" x 42" x 30".



Has removable panels which fit back into place when machines are lowered—give large, smooth cutting and work surface.

Here's the perfect sewing class equipment! A table which makes it possible—even in limited space—to provide *two* machines for every four students. Eliminates the need (and expense) of separate cutting or work tables.

It's the practical new SINGER Combination Sewing and Cutting Table, *designed to meet the specific requests of home economics teachers.*

With a smooth, durable Masonite top, table holds two full-size SINGER® Sewing Machines. *At the same time*, it provides work space for two other students.

When the machines are lowered into the table, removable panels fit into place, making a smooth, continuous cutting and work surface. (Extra-important

if your room has to double as a study hall.)

Special features include: four handy drawers—built-in knee levers—shields which completely enclose machines when not in use, keep them dust- and tamper-proof—panels which *lock* in place to prevent unauthorized use of machines—provision for adding a cut-off switch to automatically shut off power when machines are lowered into table.

It's the most efficient, convenient kind of equipment you could buy. Available with any of the 3 regular SINGER classroom heads—*at a special school discount!*

For further information, call your nearest SINGER SEWING CENTER, or send for descriptive folder.



SINGER SEWING CENTERS

There's One Near Your School

100th ANNIVERSARY

*A Trade Mark of THE SINGER MANUFACTURING COMPANY, Copyright, U. S. A., 1951, by THE SINGER MANUFACTURING COMPANY. All rights reserved for all countries.

FOR FREE FOLDER

...giving full details about table plus suggested classroom layouts

WRITE TO: Educational Dept., SINGER SEWING MACHINE CO., 149 Broadway, New York 6, N. Y.

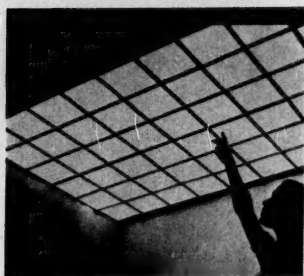
What's New FOR SCHOOLS

NOVEMBER 1951

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 176. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Fluorescent Lighting



Thin, flat sheets of glowing glass are employed in a new and unusual method of producing light which is being introduced by Sylvania. It operates at extremely low cost on conventional alternating current, is cool to touch and can be built-in. Sheets of this glowing material can be used for many purposes: to provide luminous ceilings in place of conventional lighting fixtures, as stair risers and switch-plates in otherwise darkened areas, as signs to indicate departments and individuals, for wall areas, clock faces and other adaptations.

This "area" light source is a luminous kind of condenser which Sylvania calls "Panelite." The technical term for this new lighting development is electroluminescence. It consists of a special sheet of conductive glass, on which is placed a "phosphor-dielectric" coating, and a layer of vaporized aluminum. The two coatings add less than a hundredth of an inch to the glass itself. Wires are connected to the edges of the sheet to pick up current directly from 110 volt 60 cycle ordinary power. For greater brightness a small inexpensive transformer is introduced in the circuit to bring the voltage up to 400-500 volts. The panels will be made in a variety of colors, although only a brilliant green is at present commercially available. Sylvania Electric Products Inc., Dept. NS, 1740 Broadway, New York 19. (Key No. 753)

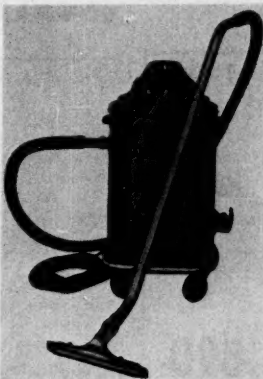
Odor Dispersing Lamp

Odors are dissipated through a triple output of ozone-inducing radiations with the new small lamp bulb recently intro-

duced. The ozone replaces unpleasant odors with clean, fresh air. The new "Odorout" bulb changes odor molecules in air instantly as ultraviolet radiations of special wavelength transform the oxygen around the lamp into ozone, an air purifier. The 3½ watt, small sized lamp is designed to be burned in a special wall fixture. The bulb is said to last for six months when operated 24 hours a day. Westinghouse Electric Corp., Lamp Division, Dept. NS, Bloomfield, N. J. (Key No. 754)

Heavy Duty Vacuum Cleaner

Model WD-23 is a new, quiet, wet-dry vacuum cleaner for institutional use. Powered by a 1 h.p. Universal type motor, moistureproof and rubber mounted,



the unit picks up water, dirt and dust with a water lift of 63 inches. The 15 gallon tank of 18 gauge steel is reinforced for strength and both interior and exterior are porcelain lined to prevent rust and corrosion. The unit is readily mobile as it is mounted on four free-running, ball-bearing swivel type rubber casters.

A special dump valve on the tank provides for quick, easy draining, thus avoiding any possible injury to the operator. A newly developed positive action shut-off device warns the operator when the tank is filled to capacity. A protective, non-marking rubber bumper surrounds the entire base of the machine as a protection to walls and furniture.

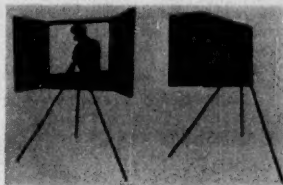
The new Clarke Model WD-23 is furnished complete with hose, wand, water pick-up squeegee tool and pick-up tool for carpets. Also available are tools for all special cleaning needs. Clarke Sanding Machine Co., Dept. NS, Muskegon, Mich. (Key No. 755)

Projection Screen

Projection of motion pictures and slides in lighted rooms can now be done effectively with the new projection screen recently perfected by Radiant Manufacturing Corporation. The result of years of scientific and laboratory research, the Radiant Classroom Screen can be used in a room with blinds and windows open and normal ventilation retained. The teacher retains audience control and students may make notes during projection.

The Classroom Screen has an unbreakable, wide-angle projection surface and is equipped with doors which protect the surface and permit easy, safe storing. It measures 43½ square inches closed with a viewing surface of 40 square inches. The screen frame and doors are lacquered pastel green, trimmed in redwood. The tilting chain at the top of the screen makes it possible to tilt the screen to give the correct viewing angle for the entire room.

The Classroom Screen Stand, developed for use in conjunction with the new screen, is lightweight, strong steel construction, also finished in pastel green. The legs close for easy storage but are locked in position when the stand is in use. Use of the stand gives greatest flexibility in the placement of the screen but it may also be used on a table or desk. If desired, the screen can be permanently installed or hung in front of a black-



board. Radiant Mfg. Corp., Dept. NS, 2627 W. Roosevelt Rd., Chicago 8. (Key No. 756)

(Continued on page 140)



DEODOROMA

"I make this washroom a pleasant place!"

Your premises are often judged by the condition of your lavatories. Foul, stale odors can't be excused when about 2 cents a day can purchase **CONSTANT**.

PLEASANT, EFFECTIVE DEODORIZATION!

The **DOLGE DIFFUSEUR** marks the thoughtfully maintained lavatory. This sturdy chromium or plastic "sentinel of smells" requires next to no attention. Merely place a **DEODOROMA** block refill into it about every 90 days. Then there'll always be a fresh, fragrant atmosphere where it's needed most.

Your choice of three delightful **DEODOROMA** scents—Rose, New Mown Hay and Ced-O-San.

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Use **DEODOROMA CRYSTALS** in any of the above scents; **DEODOROMA URINAL BLOCKS**, in Ced-O-San only. Consult your **Dolge** service man or write for Folder **EDJ-1044**

Dependable
DOLGE
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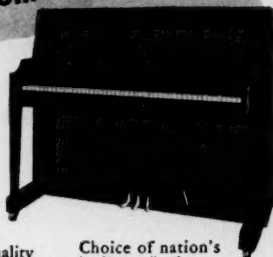
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Gulbransen MINUET STUDIO PIANO

Primarily designed for
classroom and studio



Richer tone,
fuller volume
made possible with
direct blow action
and extra height
(44 1/4") which
provides greater
string length and
sounding board area.

- Superb musical quality
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Choice of nation's
leading schools,
for example:
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San Francisco 20
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and many,
many others.

FREE Send for school ownership list containing over 2400 names and descriptive folders of Gulbransen school pianos, both Studio Uprights and Grands.



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YOUR local distributor of Acousti-Celotex products is an expert in modern Sound Conditioning—ready, willing and able to help any time your need arises. His professional training and experience encompass every type, size and technique of acoustical installation. His complete, quality line of products includes the best possible solution for every Sound Conditioning requirement.

Why guess, when this qualified member of the world's largest and most experienced Sound Conditioning organization is yours to consult *without obligation*? For any requirement, specification or building code, your Celotex distributor

has the job-proved methods and materials you want. And it pays to contact him in the "planning stage." He can assure you the lasting beauty and quiet of correct Sound Conditioning—in advance!



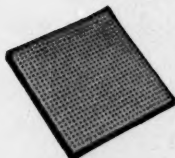
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Sound Conditioning Products

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

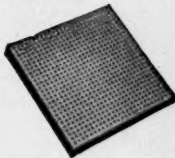
120 S. La Salle St., Chicago 3, Illinois

Dominion Sound Equipments, Ltd., Montreal, Quebec, Canada



**ACOUSTI-CELOTEX®
CANE FIBRE TILE**

A lightweight, rigid unit, combining acoustical efficiency with a durable, smooth surface. Perforations (to within $\frac{1}{8}$ " of the back) assure repeated paintability, easy maintenance. Available in a variety of sound-absorbent ratings. Dry rot proofed by exclusive Perox® process.



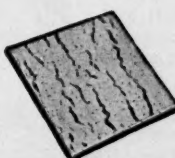
**ACOUSTI-CELOTEX®
MINERAL TILE**

Made of mineral fibre, felted with a binder to form a rigid tile with a universal rating of incombustibility. Perforated with small holes extending almost to the back, this tile provides high acoustical absorption plus unrestricted paintability by either brush or spray method.



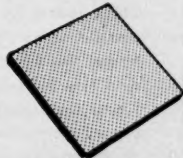
**ACOUSTI-CELOTEX®
FLAME-RESISTANT
SURFACED TILE**

A cane fibre tile with a flame-resistant surface. This tile meets *Slow Burning* rating contained in Federal Specifications SS-A-118a. It may be washed with any commonly used solution satisfactory for good quality oil-base paint finishes without impairing its flame-resistant surface characteristics and without loss of sound-absorbing capacity. Repainting with Due-Tex flame-retarding paint will maintain peak efficiency. Supplied in all sizes and thicknesses of regular cane tile.



**ACOUSTI-CELOTEX
FISSURETONE®**

A totally new mineral fibre acoustical tile. Attractively styled to simulate travertine. It beautifies any interior and effectively controls sound reverberation. Lightweight, rigid and incombustible, it is factory-finished in a soft, flat white of high light-reflection rating.



ACOUSTEEL®

Combines a face of perforated steel with a rigid pad of sound-absorbing Rock Wool to provide excellent sound-absorption, together with attractive appearance, durability and incombustibility. The exposed surface of perforated steel is finished in baked-on enamel. Acousti-Steel is paintable, washable, cleanable.

®Trademark Reg. U. S. Pat. Off.

What's New...

Knife Grinding Attachment

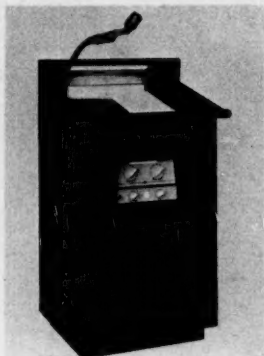
A new knife grinding attachment has been introduced for the Delta 8 inch Jointer. With this new device blades may be sharpened without removing the cutterhead from the machine. The Delta 8 inch Jointer is furnished with table drilled and tapped to receive the attachment. Proper grinding angle can be easily obtained by placing a pin through the stop bar in the end of the head. A star wheel accurately adjusts the grinding wheel to any desired position and a ball crank handle guides it across the knives evenly and without vibration. Delta Power Tool Division, Rockwell Mfg. Co., Dept. NS, 600 E. Vienna Ave., Milwaukee 1, Wis. (Key No. 757)

Sound Lectern

A complete unit for voice amplification is provided in the Langevin Sound Lectern. Microphones, amplifier and loud speaker are all built into an attractive walnut cabinet which is readily mobile. The cabinet serves as a lectern with spacious reading desk and an 18 inch fluorescent light. The unit is ready for use by simply plugging the cord into a power outlet.

The unit is especially designed for use in conferences, lectures, classes and sim-

ilar meetings where voice amplification is desirable. For larger areas or overflow audiences there is sufficient power to add external loud speakers. A phonograph or recorder may be attached to the unit if desired. The cabinet is fitted with large ball bearing, rubber tired casters for easy mobility. A regular microphone is permanently installed on the reading desk and a lapel microphone is supplied to give the lecturer complete freedom of



movement while still amplifying his voice. Carl Langevin Incorporated, Dept. NS, 120 E. 13th St., New York 3. (Key No. 758)

(Continued on page 144)

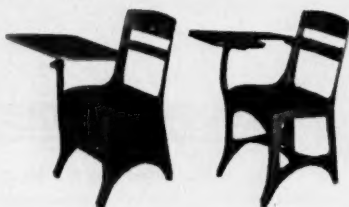
Flat Wall Paint

The new Americana line of flat wall paints is formulated to dry streak-free. The paint is an oil-type coating, applicable to plaster, wood, wallboard and similar surfaces. It may be applied by brush or roller coater after the surface has been properly prepared and sealed. It is easy to handle, producing a smooth finish with a soft sheen that diffuses light. Nine basic colors and white are used to produce 77 color choices ranging from deepest tones of blue, green and gray to delicate pastels. E. I. du Pont de Nemours & Co., Inc., Dept. NS, Wilmington 98, Del. (Key No. 759)

Square Dance Recordings

A set of phonograph records, "Honor Your Partner," has been made available for use in teaching square dancing to gymnasium and recreation groups in the school. Each record in albums of 1 to 4, starts with oral, simplified instructions by Ed Durlacher, an authority on square dancing. Enunciation and delivery are clear and distinct so that the average pupil can grasp the instructions easily. The recordings save the teacher's voice and no text book is required. Square Dance Associates, Dept. NS, Freeport, N. Y. (Key No. 760)

Griggs *Seating*



Griggs' sturdy SKY-LINER seating is popular with schools everywhere. The Chair Desk and the Tablet Arm Chair are pictured above. Be sure to see the Griggs line of fine school seating.



**GRIGGS
EQUIPMENT
COMPANY**

*Manufacturers of School
Church and Theatre Seating*
BELTON, TEXAS

There is a Dealer near you. Write us requesting his name.

TODAY...
Request the
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Seating Catalog!



**This is where
you can save
time and money**

Master-Keyed P-570



Stop the confusion and lost time resulting when locker locks aren't standardized. Change to Dudley Locks, schoolwide, and get rid of your locker problems. No budget expense when you use the Dudley Self-Financing Plan.

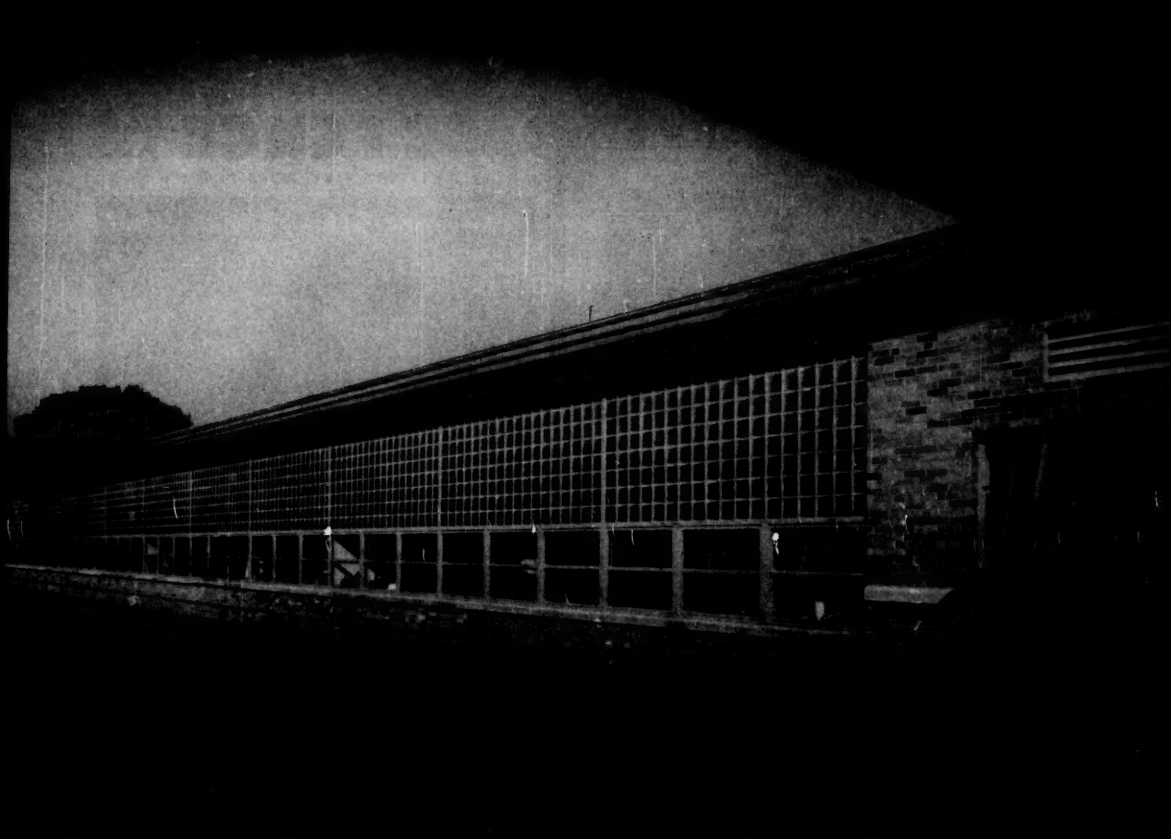
**Master-
Charter
RD-2**



Write for details and free
Catalog Folder.

**DUDLEY LOCK
CORPORATION**

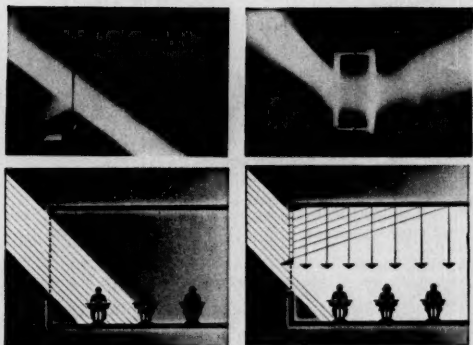
Dept. 1110, Crystal Lake, Illinois



New Boardman Elementary School, Boardman, Ohio.
Architects: Kling & Frost, Youngstown, Ohio;
General Contractor: G. F. Howard Company, Canfield, Ohio.

Daylight Engineering

MEANS GOOD SEEING IN SCHOOLROOMS



Photograph and illustration to the left, above, show what happens when light beams strike an ordinary window. Notice how child gets harsh brightness and glare while others suffer from high degree of contrast. To the right, notice how the built-in prisms in Insulux Glass Block No. 363 throw light UP, and spread it. Result is even, diffused light over all parts of the classroom.

Good seeing in classrooms depends largely upon elimination of glare and harsh contrasts.

A Daylight Engineered Insulux Fenestration System is your best insurance for giving your students the right quality of daylight all day long. Lighting authorities have learned that it is quality, not quantity, of daylight that creates good seeing, even in the far corners of rooms.

An Insulux Fenestration System, based on the new Number 363 light-directing Insulux Glass Block® (currently available) has the effect of turning your building with the sun all the day long. This Insulux Glass Block transmits more light from the dim early morning and late afternoon sun.

There have been great recent advances in the science of daylighting schoolrooms. Send for our new, free booklet, "Better Light for Our Children," and see for yourself what progress is being made. Just write to: Daylight Engineering Laboratory, Dept. N.S.11, Box 1035, Toledo 1, Ohio. Insulux Division, American Structural Products Company, subsidiary of Owens-Illinois Glass Company.



INSULUX FENESTRATION SYSTEMS
—by the leaders of Daylight Engineering

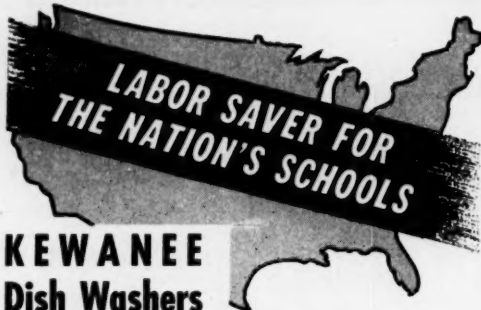
200 CHILDREN SAFELY ESCAPED RAGING FIRE

POTTER SLIDE
TYPE FIRE ESCAPE
in seconds instead
of minutes
MADE RESCUE POSSIBLE

Mothers, Fathers, Teachers and Principals realized that a precaution taken only six years before insured the irreplaceable lives of their dearest possessions. SAFEGUARDING occupants of SCHOOLS, HOSPITALS and ALL PUBLIC INSTITUTIONS is assurance of family comfort and happiness when protected by POTTER SLIDE TYPE FIRE ESCAPES. Over 9,000 in service on two to 34 story buildings, saving 44 sq. ft. of usable floor space on each floor instead of stair wells.

POTTER MFG. CORPORATION
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For QUICK DETAILS, PHONE COLLECT (ROgers Park 4-0098)



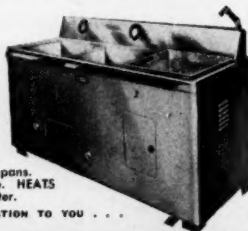
KEWANEE Dish Washers

Designed and built for the school lunch where these factors count most: LOW COST . . . COMPACTNESS . . . LARGE CAPACITY . . . ABILITY TO MEET HEALTH DEPT. REQUIREMENTS. Because Kewanee dishwashers meet these requirements, they are in use in schools throughout the country. Names of typical enthusiastic users can be furnished on request.

THE KEWANEE PRE-WASH

The step ahead of ordinary 3-tub units because it pre-washes with a SPRAY! Prevents carry-over of soil to washing compartment . . . then washes and rinse-sanitizes with a capacity of over 3,000 dishes per hour. Also handles glasses, silver, pots, pans. Occupies only 11 sq. ft. floor space. HEATS ITS OWN WATER—requires no booster.

THE LOW PRICE WILL BE A REVELATION TO YOU . . .
WRITE FOR DETAILS.



KEWANEE INDUSTRIAL WASHER CORP. KEWANEE, ILLINOIS

PAGE FENCE *Since 1883*

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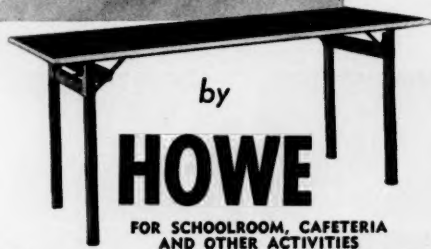


Protect impetuous school children with sturdy Page Chain Link Fence and their playtime will not be worrytime for either parents or school officials. Protection at property lines has been the service of this trustworthy fence for more than 60 years. Consult the nearby Page Fence erecting firm, whose name we will send with illustrated fence data.

Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

Folding school TABLE



by
HOWE
FOR SCHOOLROOM, CAFETERIA
AND OTHER ACTIVITIES

Ample leg room at both ends and sides of table. All steel chassis riveted (not screwed) to a complete $\frac{3}{8}$ " Plywood top (not just a frame) for extra ruggedness, with $\frac{1}{16}$ " Formica, $\frac{1}{8}$ " Masonite Tempered Presdwood or $\frac{1}{8}$ " Linoleum glued to Plywood, giving a smooth, hard, durable surface with no rivets showing. Metal molding around edge. Table folds compactly and each leg is braced securely.

Standard sizes 30" x 72" and 30" x 96".
Standard heights 30" and 29"—lower for young children.

Note—also comes with Plywood Tops only.

If It Folds—Ask Howe

HOWE FOLDING FURNITURE, Inc.
1 PARK AVENUE NEW YORK, N. Y.

WHITEHALL, MICHIGAN

designs school
around
classroom
activities



This Kindergarten room is typical of the generous proportions and superb lighting achieved throughout the school. Note the use of easily moved Heywood-Wakefield tubular steel furniture in graded sizes. Shown here are all-purpose Chair S-915 with Table S-962.

★ ★ ★

All 19 elementary grade rooms are equipped with Heywood-Wakefield units. These include Table-Desk S 1008 OF and Chair S 915 shown at left, Table-Desk S 1028 LL and Desk-and-Chair Unit S 501 LL. All units can be moved easily and quietly as needed. Write today for the illustrated catalogue showing the full range of Heywood-Wakefield School Furniture.

THE NEW White Lake Central Elementary unit of the Whitehall Rural Agricultural School is an outstanding example of thoughtful planning to fit the whole structure to the actual needs of classroom activities. According to William D. Munroe, system Superintendent, experience shows the practical advantage of the U-shaped plan in achieving logical separation of age groups.

The school was designed by Warren S. Holmes Company, Lansing, Michigan in collaboration with former Superintendent P. D. Chatterton, members of the Whitehall School Board, teachers and interested townspeople. The installation of Heywood-Wakefield Tubular Steel Furniture for the entire building was arranged by the Oglesby Equipment Company, Detroit, Mich.

*School
Furniture
Division,
Menominee,
Michigan*



What's New ...

Sound System Console

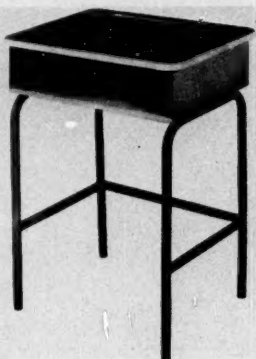
A new dual-channel console has been introduced for use with medium-sized sound systems. It is suited for a variety of instructive and recreational uses as well as communication and administrative control services for schools, colleges and other institutions. The new console is designed to provide recorded programs, radio programs or locally originated sound programs or announcements to as many as 40 selected rooms or areas.

The two complete audio channels permit providing different programs to selected areas. The unit can also be used as a two-way communication system, without disturbing the two program channels, by the addition of an optional amplifier. A master emergency switch throws all areas into instant contact for emergency announcements. Provision is made for attaching a separate record player, transcription turntable or radio tuner.

The inclined front panel provides for one or two banks of 20 switches, each switch controlling one loudspeaker location. The unit is housed in a well-constructed metal cabinet finished in two-tone umber-gray. RCA Victor Division, Radio Corporation of America, Dept. NS, Camden, N. J. (Key No. 761)

Tubular Student Desk

A new student desk with book compartment is being introduced. The four legged construction is of tubular steel with Northern Hard Rock Maple desk top. The desk has non-removable rubber



cushion glides and is sturdily constructed for hard use. The frame is of 1 inch 18 gauge steel tubing and the desk has a 22 by 16 by 5 inch book compartment which provides ample room for books and equipment. The new desk is available in heights from 22 to 30 inches inclusive, all desk tops being 18 by 24

(Continued on page 148)

inches in size. Northern Seating Co., Dept. NS, 666 Lake Shore Drive, Chicago 11, Ill. (Key No. 762)

Water Cooling System

A completely packaged circulating system for supplying clear, chlorine-free water in buildings to as many as 300 drinking stations has recently been announced. The compact new unit can supply multi-story buildings as well as large-area buildings with up to 400 gallons per hour of 50 degree water. It also generates up to 150 gallons reserve chilled water to meet extra heavy demands at special periods.

Smaller models of this compact unit, which is designed to reduce installation time and cost, are available suitable for from three outlets up, having the same ratio of storage to capacity and affording the advantages of economy of installation and operation. A Filter-Rectifier assembly guards against varying conditions, eliminating tastes and odors and removing microscopic particles of rust, algae and sediment of all kinds to ensure clear, palatable water. The Packaged, Central Circulating System is designed for fast hook-up to power, water and return connections. Filtrine Mfg. Co., Dept. NS, 53 Lexington Ave., Brooklyn 5, N. Y. (Key No. 763)

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A quality Duplicator which gives you advantages not found even in higher priced machines. No stencils, ink, ribbon, type or wick—automatic paper feed, visible fluid supply. Other models to \$399.50. Compare feature for feature and price for price! You'll get more "value" in COPY-RITE!

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WOLBER DUPLICATOR & SUPPLY CO.

1209 N. Grand Street

Chicago 14, Ill.

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FOLDING TABLES

Sturdy... Rugged... Beautiful

**SEATS MORE PEOPLE
WITH MORE LEG ROOM**

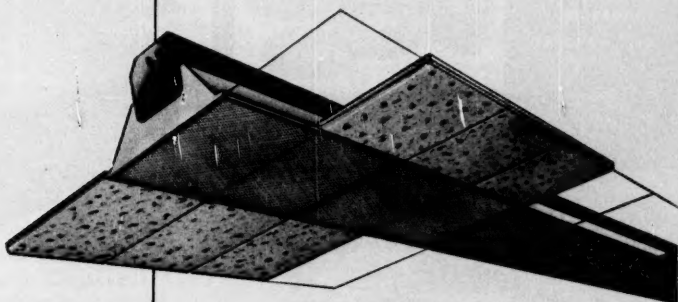
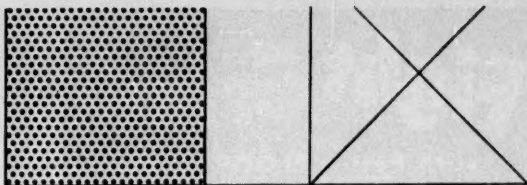
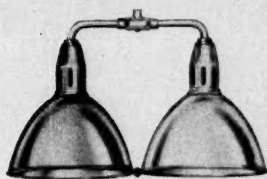
Legs Lock Automatically in
Place . . . cannot collapse

CHOICE
OF TOPS
Plywood,
Masonite,
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WRITE FOR LITERATURE

MIDWEST FOLDING PRODUCTS

ROSELLE, ILLINOIS

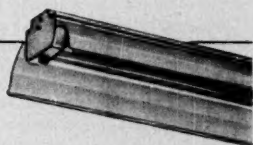


WHY MILLER RATES YOUR CONSIDERATION WHEN YOU ARE PLANNING LIGHTING

Because of experience — 107 years' pioneering and progress in GOOD Lighting.

Because of all-inclusive equipment for the best use of all light-sources — Fluorescent, Incandescent and Mercury-vapor. Because of wide acceptance — America is dotted with Miller lighting installations in stores, offices, schools, factories, and public buildings.

Miller Lighting Systems are built on an 8-Point QUALITY standard, designed to provide light of highest efficiency, and to give long satisfactory service. Engineering features make for easy installation and maintenance, and these make for LOW OVERALL COST (cost of equipment installation and maintenance). You can light with confidence the proven Miller way. Miller field engineers and distributors are conveniently located for nation-wide service.



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SINCE 1844

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Fight Grime

with Better FLOOR CARE!

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POLISHING
BUFFING
SCRUBBING
DISC SANDING



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Your local floor expert, the American distributor, will gladly arrange a demonstration of machines and finishes for your requirements.

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☐ Send latest catalog on the following, without obligation:

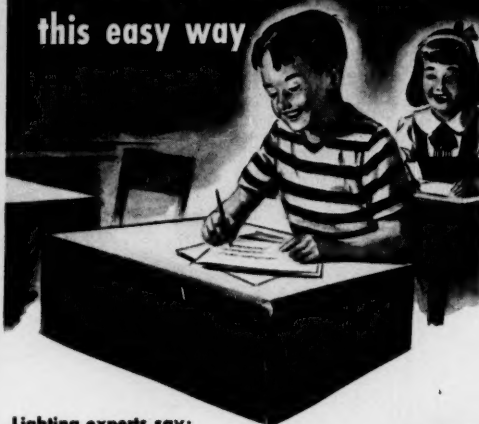
☐ Maintenance Machine ☐ Floor Finishes
☐ Please arrange a FREE demonstration of the American Deluxe Floor Maintenance Machine and American Floor Finishes. No obligation.

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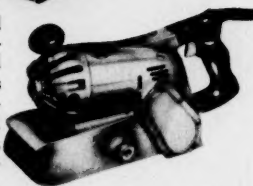
City _____ State _____

Change old desks to
eye-saving natural finish
this easy way



Lighting experts say:

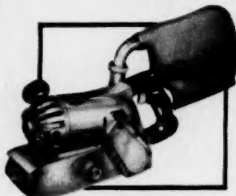
"Desks should be natural colored wood with a non-glossy finish." The old dark, polished desk tops produce too great a contrast between light-colored books and papers. That causes eye strain, discomfort, and needless fatigue.



SKIL Belt Sander—Model 448

3" belt. Weighs 15½ lbs. Size: 4¼" wide x 15¼" long x 8½" high. Belt speed: 1200 ft. per second. Durable. Refinishes all materials... wood, metal, or composition. Many school uses: refinishing desks, furniture, blackboards, etc.

Model 449—Construction similar to Model 448 with efficient dust collector added.



Get complete information from your SKIL Distributor

There's no need to buy new desks to combat eyestrain. At a fraction of new cost, SKIL Sanders refinish desks to recommended natural color—quickly and completely—restore perfect smoothness to desk tops at the same time. You get like-new desk tops, scientifically correct in color, at only the cost of refinishing—and SKIL Sanders keep even that cost low!

SKIL Products are made only by SKILSAW, Inc.

5033 Elston Ave., Chicago 30, Ill.

SKIL
PORTABLE TOOLS

Factory branches in principal cities

In Canada: Skiltools, Ltd., • 66 Portland Street, Toronto, Ont.

What RCA's Specialized Experience

in Sound Systems means to you

When you select an RCA Sound System for your school, you buy the superior performance features developed through more than 25 years of specialization in the design, manufacture and installation of school sound equipment. You get bonus benefits, too! Built into your RCA School Sound System is every important advance derived from RCA's years of experience in engineering and manufacturing electronic apparatus for motion picture theatres, for radio and television stations, for industrial application and for the needs of the armed forces.

Finest Performance Assured

Yes . . . the purchase of an RCA School Sound System assures your school of modern, high quality apparatus . . . bound to perform at top-

level efficiency for many years because all components are made by RCA and are unit-matched to work together for trouble-free and economical operation.

Free Technical Service to help you

There is no ready-made sound system that perfectly suits the needs of all school layouts. Your RCA Sound Products distributor will be glad to make a survey of your school requirements and plan a sound system program for you.

• • •

For complete details contact your nearest RCA Sound Products distributor or write Sound Products, Department 80W, Radio Corporation of America, Camden, New Jersey.

Custom, unit-built, studio-type control console. Switches control loudspeakers for up to 120 classrooms or areas. AM and FM radio tuner. Transcription or record player. Emergency paging. Intercommunication facilities (optional).



RCA

SOUND PRODUCTS
RADIO CORPORATION of AMERICA
ENGINEERING PRODUCTS DEPARTMENT, CAMDEN, N. J.

In Canada: RCA VICTOR Company Limited, Montreal

What's New ...

Patterned Glass Door

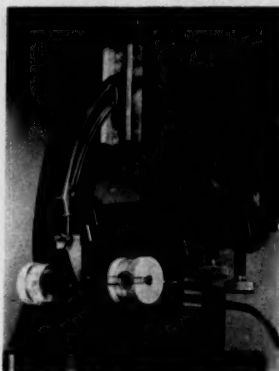
A new interior patterned glass door, which transmits a soft light while maintaining privacy between rooms, comes completely equipped and ready to hang. It is a single slab of $\frac{3}{8}$ inch thick Blue Ridge glass with Muralex pattern on both sides and is designed only for interior use. The glass is easy to keep clean and attractive in appearance. The bronze-finished hardware includes a Sargent lock and Stanley ball-bearing hinges. The door is made in standard sizes and is easily installed. The same pattern on both sides and the symmetrical location of hinges make the door completely reversible. The glass is heat-tempered for strength and maximum resistance to thermal shocks or impacts. Full instructions for erection are furnished with each door. **Libbey-Owens-Ford Glass Co., Dept. NS, Nicholas Bldg., Toledo 3, Ohio. (Key No. 764)**

Laboratory Microscopes

A new line of laboratory microscopes features ball bearings and rollers throughout the focusing system. Called Dynoptic Labrosopes, the new instruments have a low position, fine adjustment and a mechanical stage with low controls that enable the operator, after setting the

coarse adjustment, to rest his hand on the table and manipulate the other controls in a relaxed position.

Effortless turning of the focusing knob is assured by a ball bearing on the horizontal shaft of the low position fine adjustment which also absorbs thrust. Two



rollers on the lever transfer horizontal movement of the screw to vertical travel of the focusing slide. The slide is fitted with ball bearings assembled in pressure plates. The nose-piece has ball bearings around its outer rim and a ball stop. Additional substage equipment includes

(Continued on page 152)

a Variable Focus Condenser in a tubular mount which does not require a rack and pinion substage. A substage illuminator is available which can be used integrally with the Labroscope in place of the mirror or separately. The new equipment is the result of several years of research. **Bausch & Lomb Optical Co., Dept. NS, 635 St. Paul St., Rochester 2, N. Y. (Key No. 765)**

Heavy Duty Mimeograph

A new high speed heavy duty table model mimeograph with built-in electric drive has been announced by A. B. Dick Company. The new machine has a feed table capacity of 500 sheets of substance 20 paper and is almost entirely automatic in operation. High speed production is possible with the variable speeds in ranges from 60 to 110 and 110 to 180 copies per minute.

Other features of the new mimeograph include quick loading feed table, copy stacker receiving tray, finger tip controls for vertical, lateral and angular copy position adjustments, and new quick drying inks. The new inks dry almost immediately upon contact with the paper and permit immediate handling of copies. **A. B. Dick Company, Dept. NS, 5700 Touhy Ave., Chicago 31. (Key No. 766)**

Before You Buy a Book Truck Check These *Gaylord* Features...



No. 23-S with standard rubber-tired casters

- Made of quarter-sawed oak — light or dark finish — for beauty and long life.
- Equipped with rubber-tired ball-bearing casters for quiet movement and easy maneuverability.
- Three shelves, maximum width 16 inches, are bolted to uprights for permanent rigidity.
- Length 32 inches. Height 38 $\frac{3}{4}$ inches.
- Available for immediate shipment at reasonable prices.

Write for full information



No. 34-C with cushion-tired casters

Gaylord Bros. INC.

Syracuse, N.Y.

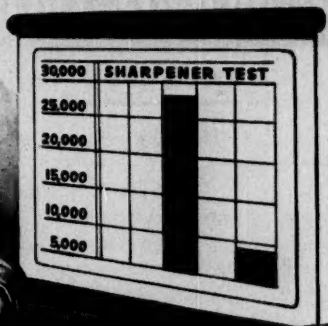
Stockton, Calif.

LIBRARY SUPPLIES
Standard
Library Furniture



Independent laboratory tests prove—

YOUR PENCIL SHARPENER DOLLARS BUY MORE WHEN YOU SPECIFY APSCO!



2½ TIMES AS MANY POINTS!

Tests by leading independent laboratories* prove that model for model, Apsco sharpens more than 2½ times as many points as other brands. You save up to 70% of your cutter replacement costs. And Apsco gives you more points per pencil.



Compare the points

Unretouched laboratory photographs** show the sharpening superiority of Apsco's exclusive undercut cutter design. Compare Apsco's 28,000th point with 9,000th point of comparable competitive sharpener. See for yourself why Apsco has been the choice of schools for 50 years.



New Dexter No. 3

The perfect sharpener for school use. Smart new styling. All-steel construction for years of trouble-free service. Steel frame supports cutter head at both ends. Extra-long steel cutters. Point adjuster. Pencil stop. Centering turret for all sizes of wood case pencils.

FREE! "Proper Care of Pencil Sharpeners"!

How to install sharpeners, adjust pencil stop, replace cutters! These and many other questions are answered in new Apsco service bulletins now available to schools free of charge. See your Apsco dealer or mail coupon for your copy of valuable booklet!



Automatic Pencil Sharpener Co., Dept. I
336 N. Foothill Road, Beverly Hills, Calif.

Please send me new literature on proper installation and care of Apsco pencil sharpeners:

Our school has _____ (name of model) Apsco sharpeners.

Name _____ Title _____

School _____

Address _____ Zone _____

City _____ State _____

*United States Testing Co., Test Nos. 89388 and E-756

**Pittsburgh Testing Laboratory, File No. 32999.1

IT COSTS LESS...TO BUY THE BEST!

in **NATIONAL LOCK**
combination
SHACKLE LOCKS...

QUALITY MEANS

heavy-duty shackle

black enamel dial

white gradations

**stainless steel
outer case**

**double steel
construction**

**special masterkey
feature**



NO. 68-264
MASTER-
KEYED

**HERE'S
WHAT IT MEANS
TO YOU...**

Features that spell *quality* in National Lock self-locking shackle locks are vitally important to your locker security. Black enamel dial and white gradations provide greater visibility and added convenience. Double steel construction and heavy-duty shackle mean more years of lock life. Special masterkey feature assures simplified control. Stainless steel outer case adds uniform appearance to locker areas. These are a few of many reasons why the name NATIONAL LOCK has stood for dependable low cost locker protection for well over forty years.



WESTON

Instruments



From simple galvanometers or multi-purpose test units, to precise laboratory standards . . . WESTON Instruments inspire their users to new achievements in their quest for knowledge.

Students soon learn to admire the accuracy for which WESTONS have long been famous. Instructors appreciate their stamina and dependability. Critical research workers place full confidence in their indications. And practical administrators know that their year-after-year dependability makes the cost of WESTON equipment remarkably low.

Write for latest details on WESTON Instruments; as well as a free copy of the 140-page monograph "Suggestions for Teaching from the field of Electricity."

WESTON ELECTRICAL INSTRUMENT CORPORATION

610 Frelinghuysen Avenue, Newark 5, N. J.

Manufacturers of Weston and TAGIabue Instruments



School "DAZE" Eliminated Here!



R. B. O'Connor and W. H. Kilham, Jr.
—Architects

Edwards Automatic Program Control Ends Traffic Confusion!

No hurry or scurry, no too-early or too-late classes in the new Wilton Junior High School at Wilton, Connecticut. Traffic flows evenly, smoothly, on time all day and every day — Edwards Automatic Program Control sees to that.

Edwards keeps Wilton's synchronous clock and program system accurate to the sixtieth of a second . . . coordinates Wilton's changing programs with split-second precision! And with a flip of a switch you can advance or retard all clocks in unison, when changing to or from Daylight Saving Time, or after a power failure.

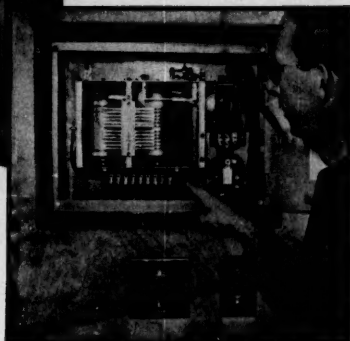
Remember, too, Edwards simplicity matches its accuracy. No master clock, no mercury pendulums, no rectifiers, condensers, radio tubes to repair or replace. Error-free, virtually noiseless, an Edwards system runs for years without costly servicing.

Wilton is another of the many modern institutions equipped by Edwards, the name that for 78 years has spelled Dependability. Our free illustrated bulletin may answer one of *your* time, fire alarm or inter-communication problems. Write Department N-11 for it today!

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World's most reliable time, communication and protection products

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. . . Wilton's traffic flow is regulated beforehand according to a predetermined schedule by this alert, always accurate Edwards Single Circuit Program Control.

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Storrs, Conn.
McKim, Wood and
White—Architects

Helen King School
Portland, Maine
John Howard Stevens
and John Calver
Stevens II—
Architects



University of
Bridgeport
Bridgeport, Conn.
Charles Wallington
Walker—Architect

What's New ...

Direct Reading Meter

Water purity on the Barnstead Bantam Demineralizer is now indicated on a direct reading meter. This new device permits a constant purity check on the flow of demineralized water. The instrument is calibrated in parts per million and also in ohms electrical resistance. The Bantam Demineralizer is complete with a needle type regulating valve for easy flow adjustment, a drain valve and a sturdy base for bench mounting. **Barnstead Still & Sterilizer Co., Dept. NS, 2 Lanesville Terrace, Forest Hills, Boston 31, Mass. (Key No. 767)**

Institutional Urns

The line of Tri-Saver Coffee Urns has been augmented with additional sizes and models for institutional use. Employing permanent stainless steel filters which eliminate the use of filter paper and urn bags, the Tri-Saver institutional urns are now available in single wall types and in two and three piece batteries as well as combination urns which combine a pressure boiler and a coffee urn. The urns range in capacities from 20 to 80 gallons for single urns and batteries. Combinations have capacity to 30 gallons.

The urns are built of heavy-gauge stainless steel with Sealweld burnout-

proof construction. They are designed to be mounted on stands which can be furnished in stainless steel or lacquered steel. Gauge glasses are protected by calibrated stainless steel guards and thermostatic controls are available to regulate coffee and water temperatures. Urns are



designed for use with gas, steam or electric heat. **S. Blickman, Inc., Dept. NS, 536 Gregory Ave., Weehawken, N. J. (Key No. 768)**

Dirt Repellent Paint

A new ingredient, known as Syncon, which repels dirt, gives the new Staize-Clene paint the ability to resist heavy stains, such as grease, lipstick, medications, ink and the like, as well as ordinary dust, dirt and other airborne deposits. Ordinary dirt and stains can be readily washed off without leaving a

smudge since the Syncon prevents dirt and grime from penetrating into the pores of the paint film. The paint stays clean longer and is easily washed clean.

Staize-Clene covers most surfaces with one coat and can be brushed, sprayed or roller coated. It can be tinted with colors in oil and is available in non-yellowing white and eye rest colors. It is offered in a full line of finishes and undercoaters; flat enamel, semi-gloss enamel, high-gloss enamel, enamel undercoater and pigmented primer sealer. The new paint has been developed especially to reduce maintenance painting costs. **Enterprise Paint Mfg. Co., Dept. NS, 2841 S. Ashland Ave., Chicago 8. (Key No. 769)**

Childcraft Records

Mercury Records has just issued a series of 12 unbreakable records based on material in the Childcraft set. Each of the Mercury Childcraft records is approved by leading educators and contains subject matter ranging from traditional Mother Goose material to Folk Songs of Other Lands and narrated and singing versions of Hansel and Gretel and other material. Records are 10 inch vinylite, 78 rpm, and are distributed to the school field by **Children's Reading Service, 106 Beekman St., New York 38. (Key No. 770)**

(Continued on page 156)

Lifetime WARE ..

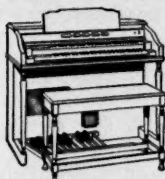
Lifetime WARE

The F. W. W. Company
 300 E. 4th Ave., New York 1, N.Y.
 WATERTOWN MANUFACTURING COMPANY

No Other Organ...

OFFERS SO MUCH FOR THE MONEY!

SINGLE MANUAL AND TWO-MANUAL ELECTRONIC ORGANS



NEW MODEL 2E, above: Two full 61-note manual keyboards and a pedal board with 18 notes from C to F. Stop controls and couplers similar to those shown on 2D, right. Has in-built speakers and amplifying equipment although auxiliary speaker units are available for large installations. Single expression pedal.



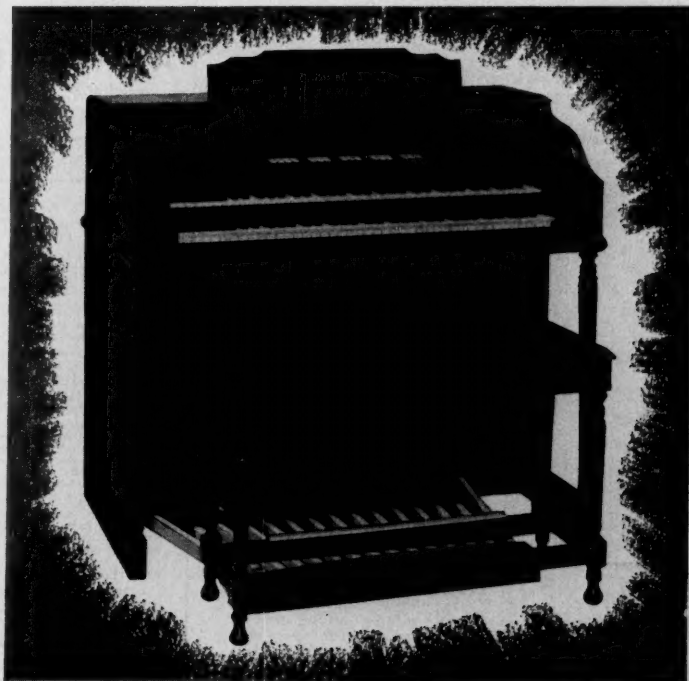
NEW MODEL 1E, above: Single 61-note manual keyboard; available with or without 18-note pedal board. Has in-built speakers and amplifier.

Write Today

Compare Connsonata specifications and advantages with all other organs, electric or electronic. Send for FREE folder and name of your Connsonata dealer. No obligation.

The Connsonata is a development of the Sound and Electronic Research Laboratories of C.G. Conn Ltd., world's largest manufacturer of band and orchestra instruments and specialists in musical tone for three-quarters of a century.

● See the difference... Hear the difference... before you buy any organ at any price! CONNISONATA alone offers complete versatility in playing range. CONNISONATA alone offers such gorgeous tone, ranging from pure flute to richest string voices. CONNISONATA alone offers genuine electronic organs in both single and two-manual models, with prices ranging from \$1264 and upwards. Investigate CONNISONATA advantages NOW... ask your dealer for private demonstration at no obligation. You'll choose CONNISONATA when you see, hear and play it. Write for literature, and dealer name today. CONNISONATA, Division of C. G. Conn Ltd., Elkhart, Indiana. Dept. 1190.



NEW MODEL 2D, above: More versatile... more beautiful... more organ! Two full 61-note manual keyboards and 25-note pedal board. Full tonal range from 32 cycles to top of audible limits. External speaker unit, standard organ-type stop controls and couplers.

Connsonata



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**MADE TO
ORDER**

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Of The NATION'S SCHOOLS, published monthly at Chicago, Illinois, for October 1, 1951.

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: The Nation's Schools Division, The Modern Hospital Publishing Co., Inc., Chicago, Ill.

Editorial Director: Raymond P. Sloan, New York, N. Y.
Managing Editor: Arthur H. Rice, Chicago, Illinois.
Business Manager: Otto F. Ball, Chicago, Illinois.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

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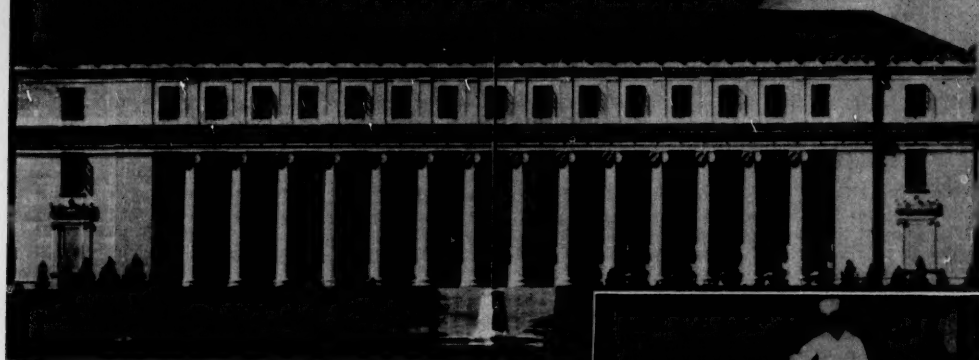
5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

OTTO F. BALL, Business Manager.

Sworn to and subscribed before me this 26th day of September, 1951.
(SEAL)

J. P. McDERMOTT, Notary Public.
(My commission expires Sept. 29, 1953.)

a ***GAS*** Cooking Fact about **VOLUME COOKING** at Texas A. & M.



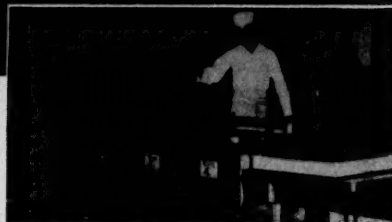
VOLUME COOKING WITH GAS: Mr. J. G. Peniston, Supervisor of Subsistence at Texas A. & M. says:

“We serve about 13,800 meals a day now. During the war years, we served more than 24,000 meals daily with the same facilities we now have.”

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MODERN GAS KITCHENS: Modern Gas installations, like these at Texas A. & M. prove the economy, the versatility, and the efficiency of Blue Flame Gas Cooking. If you plan to modernize your kitchen, or install a new kitchen, find out the advantages of Modern Gas Equipment and Modern Blue Flame Cooking from your Gas Company Representative. Call him today.

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20 Gas-fired fryers turn out 4200 meat patties for 1500 freshmen and 600 G.I. students.



Chefs cooking at Gas broilers and griddles at Texas A. & M.



Liver is fried on Gas-fired Magic Chef ranges. Garland Gas ovens are in foreground.

What's New ...

Floor Matting

Especially designed for use in corridors, aisles, in front of files, office machines and laboratory furniture and wherever personnel must stand in one spot, Air-Tred floor matting is constructed of sponge rubber with a resilient, long wearing top surface. It does not stretch, mat or break down, is mothproof and easily cleaned by vacuum or damp mop. It provides a soft floor covering which reduces fatigue and silences footsteps. It is available in maroon and black, ¼ inch thick, 36 or 48 inches wide, in any length up to 60 feet. American Mat Corp., Dept. NS, 1717 Adams St., Toledo 2, Ohio. (Key No. 771)

Music Typewriter

The Keaton Music Typewriter consists of a typing unit mounted over a flat platen or board. Character keys are arranged on a keyboard which can be shifted up or down the scale over a four-octave range, placing the characters instantly in precise printing position. The paper lies flat and is always visible. The typing unit moves across the paper when any one of the three space keys is pressed. Movement between staves is accomplished by shifting the paper up and down over the level platen.

A position pointer indicates the exact place where characters will strike on the paper. Ledger lines and bar line keys are in correct position in relation to the staff, being set on a keyboard independent of the other characters. Standard music paper with 1/12 inch between staff lines is used and the machine types one-voice parts, any conceivable chord, double-staff piano parts or multiple-staff scores.



It is compact, easily mastered and permits fast copying of music for one copy or for quantity reproduction. Keaton Music Typewriter Co., Dept. NS, 461 Market St., San Francisco 5, Calif. (Key No. 772)

Liquid Cleaner and Sanitizer

An equally effective cleanser in hard or soft water, leaving no residual soap film, West Sanikleen is a new odorless general purpose liquid cleaner and sani-

(Continued on page 160)

tizer, combining a quarternary ammonium compound and a compatible synthetic detergent of high cleansing properties. It can be used for cleaning and sanitizing walls, windows, dishes, glassware, eating utensils and floor surfaces of wood, concrete, linoleum, asphalt tile, terrazzo and similar materials. When used according to directions, the sanitizing properties of the quarternary ammonium compound ingredient reduce the amount of bacterial contamination. Surfaces may be mopped, scrubbed or brushed with the solution. West Disinfecting Co., Dept. NS, 42-16 West St., Long Island City 1, N. Y. (Key No. 773)

Square Root Calculator

A new feature that can be incorporated into the current Model STW-10 Friden Calculator is the Friden Fully Automatic Square Root Calculator. Developed by Mr. Grant Ellerbeck, the machine is entirely automatic and extracts square roots and points off the correct decimal in the root through entry of the number and touch of one key. The machine is designed to extract the square root of ten digit numbers in nine seconds without tables. Friden Calculating Machine Co., Inc., Dept. NS, San Leandro, Calif. (Key No. 774)

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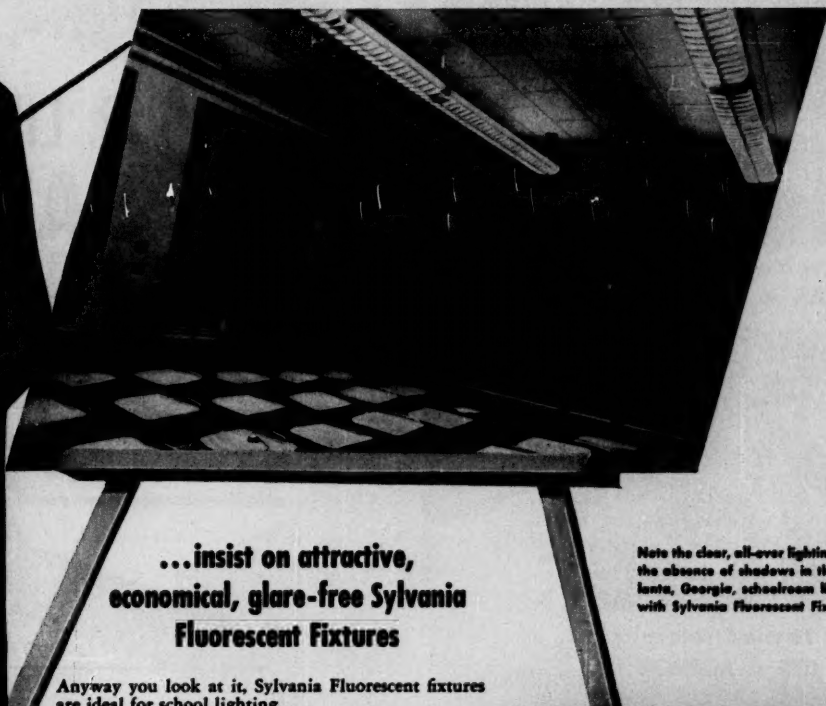


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HERE'S HOW TO MASTER SCHOOL LIGHTING PROBLEMS



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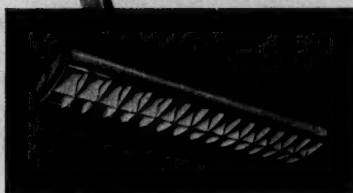
Anyway you look at it, Sylvania Fluorescent fixtures are ideal for school lighting.

Their soft, clear light provides a low surface brightness that protects children's eyes. The fixtures themselves are attractively designed to harmonize with modern school architecture.

From an economy standpoint, Sylvania fixtures are easy to install, and require a minimum amount of maintenance. Moreover, Sylvania fluorescent tubes are famous for their long life . . . the standard start types last 6 years or more in schools operating normal school schedules.

Available in many types and styles. Ask about Sylvania Fixtures for classrooms, school offices, corridors, and recreation rooms. Equipped with 2 or 4 tubes . . . standard or instant-start . . . louvered or full plastic shielded. The coupon brings you full particulars. Mail it NOW!

Note the clear, all-over lighting and the absence of shadows in this Atlanta, Georgia, schoolroom lighted with Sylvania Fluorescent Fixtures.



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Two Models • Two Speeds

Two Reel Sizes

Model 109 operates at 3 3/4" per second.

Model 111 operates at 7 1/2" per second.

Also Two Reel Sizes

7" (1200') reels or
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What's New...

Raised Panel Cutter

The new Boice-Crane Raised Panel Cutter is constructed of high speed steel and made by the Tru-Form principle. The shape is machined into the cutter on an arc that assures clean cutting, and true shape and dimensions on all cuttings. Boice-Crane Co., Dept. NS, 975 Central Ave., Toledo 6, Ohio. (Key No. 775)

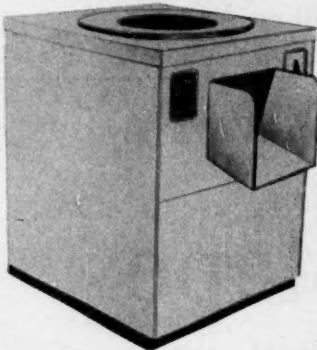
Korweld Panel Construction

Korweld is a new panel construction for movable partitions. Korweld construction incorporates a non-metallic composition board of absolute, permanent flatness which is almost identical in appearance to Hauserman steel panels. With Korweld construction the partitions are 3 inches thick. Facing panels, of an extremely durable non-metallic material, are 3/16 inch thick. They are plastic welded to a honeycomb of impregnated paper, with a process developed by the Cycleweld Division of the Chrysler Corporation.

The new plastic-welded panels are sealed from within and without, eliminating the effects of moisture, and all panel edges are covered with metal to prevent chipping or cracking. The partitions have a warm, slightly textured

finish when covered with two coats of baked enamel. The new movable partitions have all the advantages of interchangeability, ease and speed of erection, disassembly and re-erection. They are durable, mar-resistant, will withstand high pushing and pulling pressure and have high soundproofing qualities. E. F. Hauserman Co., Dept. NS, 6800 Grant Ave., Cleveland 5, Ohio. (Key No. 776)

Vegetable Peelers



Two new floor model, stainless steel vegetable peelers have been added to the Univex line. Model F40 has a capacity

of 40 pounds and Model F60 of 60 pounds of potatoes or other root vegetables at one time. Overpeeling is prevented by an automatic timer, thus making it unnecessary to supervise the operation. The full capacities of 40 or 60 pounds of vegetables are peeled in little more than a minute with only the thin skin removed. The new models are 40 inches high, 24 1/2 inches long and 22 inches wide. Each has a silent double "V" belt drive and an enclosed peel trap. Universal Industries, Dept. NS, Somerville, Mass. (Key No. 777)

Ink Remover

"Touch and Go" is the trade name of a newly perfected ink and stain remover which is colorless and odorless. It is offered in a specially designed applicator-container for easy use. The new applicator simplifies use since a small perforation permits just enough fluid to flow as needed. The cleaning solution removes all types of ink, fruit, vegetable and nicotine stains from the hands and has proved successful in removing stains from clothing. It can also be used to remove stains from furniture without damage to the finish. Gregory Fount-O-Ink Co., Dept. NS, 3501 Eagle Rock Blvd., Los Angeles 65, Calif. (Key No. 778)

(Continued on page 164)



No. 326 Table—An exceptionally sturdy table with genuine NATCOLITE top, surfaced with NEVAMAR—resistant to cigarette burns, stains, boiling water. Won't chip or dent. Easy to keep clean.



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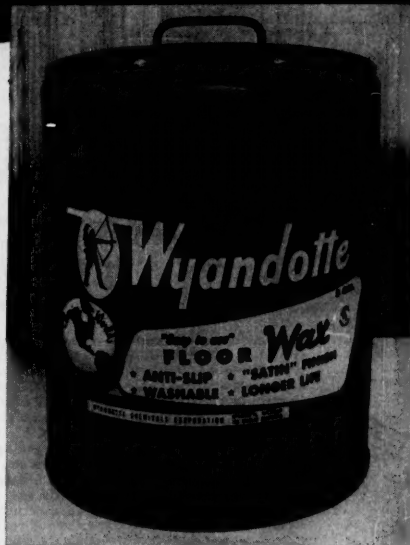
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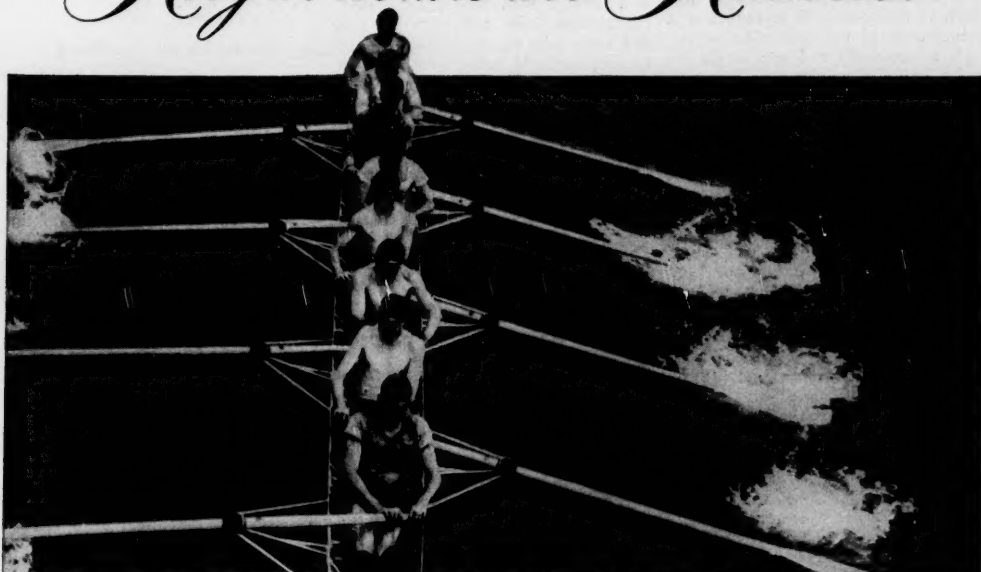
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GENERAL OFFICES, ORANGE, N. J.

What's New ...

Record Players

Two new three speed, portable record players are being introduced by Califone. The automatic player handles 12 ten-inch, 10 twelve-inch, 10 seven-inch or a combination of the three sizes of records automatically and at a single setting. The new unit has the Triomatic record changer and a newly perfected "Sleep-Watch" switch which automatically turns the player off when the last record has been played. The player has a newly designed, printed circuit amplifier, a 9 inch full tone, low resonant speaker, a newly perfected tone control and an external special connection for separate amplifiers, headphones or additional loudspeaker.

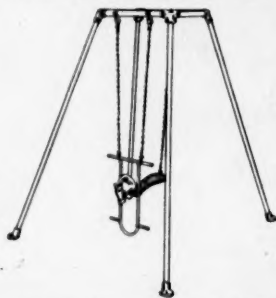
The new manually operated player reproduces recorded material from 33½, 45 or 78 rpm records. The 6 inch oval, permanent magnet speaker has extended frequency range. The unit is light in weight and is finished in two-tone. Pyroxylin leatherette carrying case. Califone Corporation, Dept. NS, 1041 N. Sycamore Ave., Hollywood 38, Calif. (Key No. 779)

Juvenile Play Equipment

A portable turning bar and a hobby-horse swing are additions to the line of

Burke Built Child Tested kindergarten and playroom equipment. The T-60 portable turning bar is easy to move from one location to another. The malleable iron fittings with inter-locking knob construction offer maximum strength and safety with minimum weight. The turning bar is 30 inches from the floor and the unit is finished in bright colors.

The H-60 hobby-horse swing, shown in the illustration, hangs from a sturdy



steel tubing frame. The saddle-shaped seat permits each child to adjust himself to the most comfortable position and even the smallest child quickly learns to get the swing in motion by pulling with the hands and pushing with the feet. The swing is easily operated by physically handicapped children and

(Continued on page 168)

therefore should be of particular interest for orthopedic schools. The J. E. Burke Company, Dept. NS, Fond Du Lac, Wis. (Key No. 780)

Plastic Finish For Wood

Platon, a new pure phenolic plastic finish for wood surfaces, is described as having unusually high wear and corrosion resisting qualities. Containing no oil or similar substances, Platon is alcohol and moisture proof, acid resistant, fire retardant and resistant to the usual elements of corrosive wear. Surfaces finished with Platon are said to retain a high gloss for years and require no waxing or scrubbing.

Floors, furniture, interior finish and other wood surfaces can be finished with Platon which is applied by brushes, sprayers or dipping processes. It dries to a glossy, non-slippery finish in four hours and does not chip, crack or peel. Surfaces finished with Platon can be easily cleaned by wiping with a damp cloth. Floors finished with Platon are not slippery and the product can be used on desks to produce a hard resistant finish. Platon is available either colored or colorless in three grades; gloss, semi-gloss and flat. Minnesota Platon Corporation, Dept. NS, Pipestone, Minn. (Key No. 781)



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Rubber Feet prevent noise and marring.

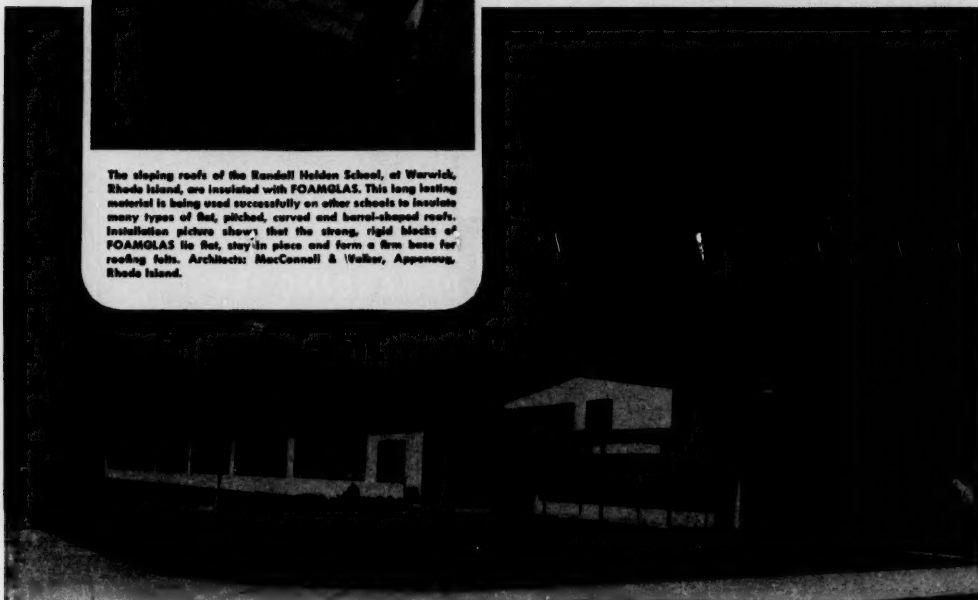
The Only Folding Chair of its kind anywhere.

Write today for folder, prices and delivery date.

CLARIN MFG. COMPANY
4640 W. Harrison St. Dept. 14 CHICAGO 44, ILL.



The sloping roofs of the Randall Nelson School, at Warwick, Rhode Island, are insulated with FOAMGLAS. This long lasting material is being used successfully on other schools to insulate many types of flat, pitched, curved and barrel-shaped roofs. Installation picture shows that the strong, rigid blocks of FOAMGLAS lie flat, stay in place and form a firm base for roofing felt. Architects: MacConnell & Walker, Apponaug, Rhode Island.



Cutting down on school upkeep...with FOAMGLAS

● FOAMGLAS has exceptional insulating properties which it retains for years on end. That saves you the cost of constant maintenance, repairs and eventual replacement of the insulating material.

FOAMGLAS helps maintain desired temperatures in classrooms and corridors, auditoriums and offices, by reducing heat travel and cold transfer. That reduces your bills for heating fuel.

Those are the main reasons why so many users believe that FOAMGLAS is the most effective and economical insulating material on the market... for use in walls and ceilings, on roofs and under floors.

Send in the coupon for a sample of FOAMGLAS and a copy of our informative free booklet.

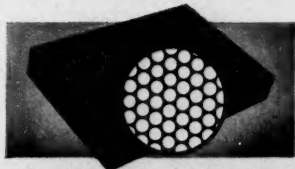
PITTSBURGH CORNING CORPORATION
Pittsburgh 22, Pa.



FOAMGLAS

the cellular glass insulation

When you insulate with FOAMGLAS — the insulation lasts!



The best glass insulation is cellular glass. The only cellular glass insulation is FOAMGLAS. This unique material is composed of still air, sealed in minute glass cells. It is light weight, incombustible, vermin-proof. It has unusually high resistance to moisture, chemicals and many other elements that cause insulation to deteriorate.

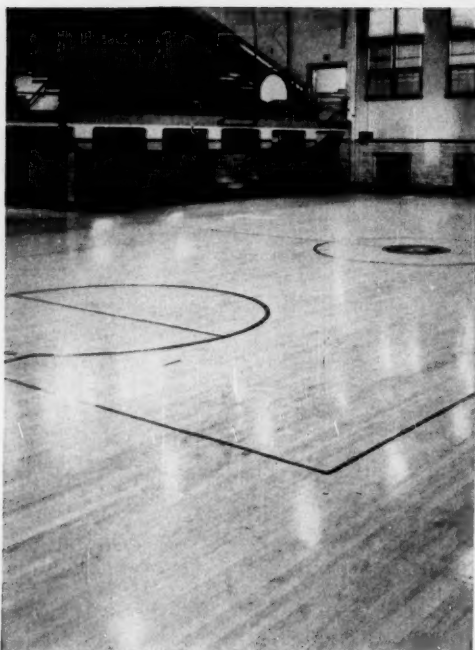
Pittsburgh Corning Corporation
Dept. B-111, 307 Fourth Avenue
Pittsburgh 22, Pa.

Please send me without obligation a sample of FOAMGLAS and your FREE booklet on the use of FOAMGLAS for schools and other public buildings.

Name.....

Address.....

City..... State.....



HOW TO PUT YOUR GYM FLOOR IN IDEAL CONDITION

A gymnasium floor is only as good as its finish. That's why so many schools are exclusive users of Churchill's *Romp-On* . . . a superior finish that meets every modern requirement. It penetrates and seals the floor; provides a safe, non-slippery surface; will not rubber-burn; resists water, inks, alkalis and acids. It will not turn dark and preserves the original floor beauty with minimum maintenance.

Romp-On is a concentrated transparent Bakelite finish, self-leveling, easy to apply . . . and a little goes a long way. It dries hard in a few hours, ready to withstand heavy traffic and the toughest abuse.

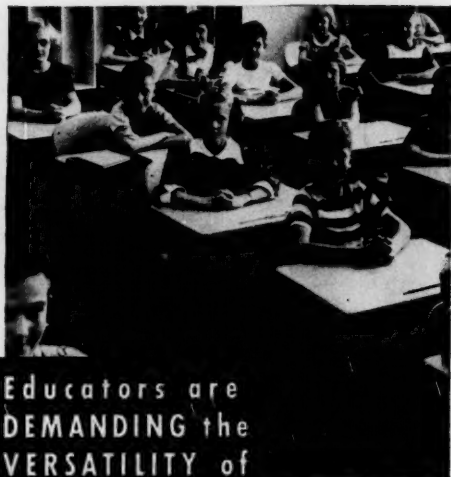
Prevent Shoe Marks, too



... with *Romp-On* Maintainer. This is guaranteed to bring the results so urgently needed during the school year. It keeps the gym floor beautifully clean and free from black shoe marks; preserves the finish properly without making the floor dangerously slippery. Investigate these famous *Romp-On* products now. Call your Churchill distributor or representative, or write . . .

CHURCHILL MANUFACTURING COMPANY
GALESBURG, ILLINOIS

FOR SUPERIOR FLOOR AND BUILDING MAINTENANCE MATERIALS AND TOLUOL



Educators are
DEMANDING the
VERSATILITY of

NORCOR TUBULAR DESKS and CHAIRS

Versatile is the word for Norcor Tubular Desks and Chairs—they are easily moved and shifted to coordinate the classroom arrangement with the task at hand. The chairs can be used by themselves when the occasion demands and the tables may be joined to provide a large flat surface for group study or projects.

Their sturdy construction, oxy-acetylene welded tubular legs and stretchers, give Norcor Desks and Chairs the strength and rigidity to withstand hard classroom service.

This is modern school furniture for the modern school—designed for modern teaching techniques. Built in a wide range of sizes for every grade from kindergarten through college.

NORCOR *De Luxe* **DESK CHAIR**

In thousands of classrooms this sturdy comfortable unit has proved its all around practical serviceability.

- **Angle Steel Construction—**
Arc-welded and Riveted Joints
- **Comfort Curved, Posture Cor-**
rect Plywood Seat and Back
- **Large Work Surface**

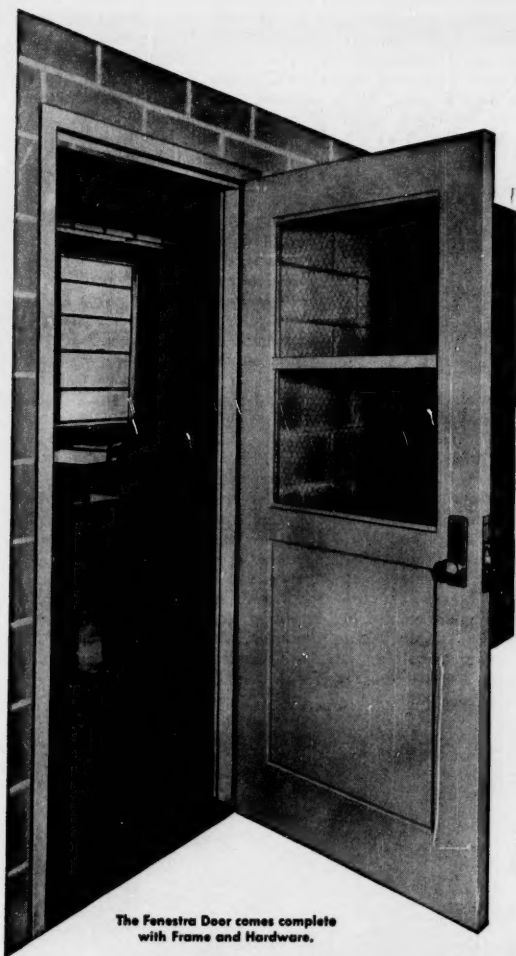


WRITE FOR FREE CATALOG

The **NORCOR** *Line*

—Twenty Five Years of Good Seating

NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN



The Fenestra Door comes complete with Frame and Hardware.

Why Similar Doors Would Cost You MORE

First, a similar door would have to have the same clean, modern lines and velvety finish. It would have to be made of metal so it would never warp or swell or shrink or splinter. It would have to come complete with fitted frame and fine hardware. It would have to be insulated for quiet performance.

Without many long years of metal fabricating experience... without the help of master craftsmen... without tremendous plant facilities and unique manufacturing methods... even Fenestra* itself couldn't give you a door like this at such low cost.

1. First cost is low because Fenestra has standardized types and sizes to permit economical production in huge quantities.
2. Installation cost is low because the Fenestra Door comes complete with its frame and hardware. Everything is prefabricated. It's even prime-painted. You save time, labor, materials.
3. Maintenance costs are minimized because the welded and reinforced steel construction gives the door surplus strength and rigidity.

Here are quality appearance and performance at savings you can't afford to overlook. Fenestra Doors are supplied in a variety of sizes, in three types ingeniously designed for versatile use. Each type of door may be hinged right or left, to swing in or out. Each may be used as a single door, or as half a double door.

Get the details and the money-saving prices. Call your Fenestra representative listed under "Fenestra Building Products Company" in your Yellow Phone Book. Or write to Detroit Steel Products Company, Dept. NS-11, 2257 East Grand Blvd., Detroit 11, Mich.

*®

HERE'S WHAT FENESTRA CRAFTSMANSHIP DOES FOR YOU!



WELDED FOR EXTRA STRENGTH. These skilled workmen are welding corners to secure your getting a door that will stand punishment year after year.



PRECISION-ASSEMBLED. No chance for slipshod work here. Sugged equipment holds the door firmly while it is assembled and welded.



PROTECTED FOR SHIPMENT. These men take pride in their product. And they wrap each door in its own protective cushion. It comes to you smooth and clean.

Fenestra

DOORS • PANELS • WINDOWS

engineered to cut the waste out of building

What's New ...

Product Literature

- "Horn Folding Gym Seats" are illustrated and described in a new catalog released by Horn Brothers Co., Division of Horn Industries, Fort Dodge, Iowa. Comfort and safety features of the folding seats are discussed as are other special features. Space requirements for Horn standard folding gym seats are given as well as specifications. (Key No. 782)
- The new, faster drying Sani-Dry hand and face dryer manufactured by the Chicago Hardware Foundry Co., North Chicago, Ill., is discussed in a brochure recently published. Features of the new dryer—such as ease of mounting, faster drying, new circuit-breaker, instant starting, automatic timing and other advantages—are discussed and complete specifications on the dryer are included. (Key No. 783)
- A new Sanitation Handbook has been published by Huntington Laboratories, Inc., Huntington, Ind. It presents information about the maintenance of modern buildings and describes many of the sanitation and maintenance products manufactured by the company. The new book is prepared as a quick reference for custodians and others responsible for maintenance. (Key No. 784)
- Complete information on Kardex utility cabinets, Speedac and Security equipment for providing low cost visible records securely housed is given in a folder, "Remington Rand Kardex Utility Cabinets," issued by Remington Rand Inc., 315 Fourth Ave., New York 10. (Key No. 785)
- Educational data sheets, giving such information as weights, dimensions, spreading surfaces, handle lengths and related information on its wet mops, dust mops and applicators is now available from the American Standard Mfg. Co., 2505 S. Green St., Chicago 8. Information as to how a mop wears out and what gives it long life are some of the interesting facts included. (Key No. 786)
- A complete window shade catalog has been issued by Luther O. Draper Shade Co., Spiceland, Ind. Entitled "Correctly Controlled Daylight," the 20 page catalog illustrates the use of both Draper Sight-Saving Translucent and Durable Darkening Window Shades. The close correlation between the tan and black installations is discussed and illustrations are used to show how the shades cover any sized windows. The catalog is profusely illustrated and gives detailed information on the various types of shades and shade cloth manufactured by the company and their uses. (Key No. 787)
- A new full color catalog on Hood Rubber Tile has been published by the B. F. Goodrich Flooring Division, Watertown 72, Mass. The catalog contains suggested floor designs, color chart and illustrations of installations of Hood Rubber Tile, with information on sundries and supplies that can be used with this flooring. (Key No. 788)
- Audio Devices, Inc., 444 Madison Ave., New York 22, has announced the sponsoring of a prize contest for teachers and other educational personnel engaged in sound recording work. Prizes of cash plus reels of Audiotape are being offered for each of the ten best articles on the use of tape or disc recordings in educational work. Other prizes of Audiotape will also be given. Articles submitted must be postmarked not later than December 15, 1951 to qualify. The type of material that will be acceptable includes: complete, detailed information on how recordings are being used in any field of education; how or why the use of recordings simplifies or improves teaching methods; specific data on the type of equipment used, and, if possible, photographs of recording equipment in use. Entries should be addressed to the Contest Editor at Audio Devices, Inc. (Key No. 789)

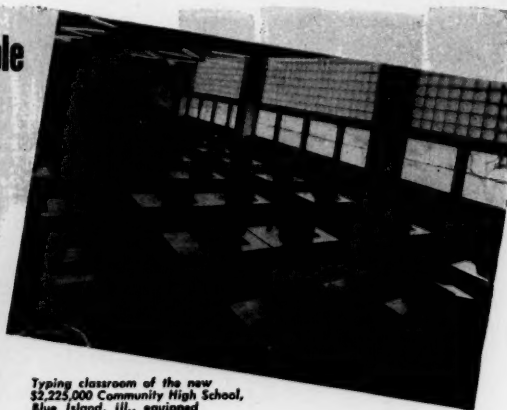
(Continued on page 172)

First by Choice, Crown's Adjustable TYPEWRITER DESK



Easily adjusts to any height
from 26" to 30"

CROWN INSTITUTIONAL EQUIPMENT CO.
218 S. Wabash Ave., Chicago 4, Ill.



Typing classroom of the new \$2,225,000 Community High School, Blue Island, Ill., equipped completely with the Crown adjustable typewriter desk. Dr. Harold L. Richards, superintendent

School after school equipping or re-equipping typing classrooms has made Crown Institutional's adjustable typewriter desk first choice. The Crown desk is scientifically engineered with a typing surface that adjusts quickly from 26" to 30". Its compact construction permits maximum use of space. Students, too, prefer the Crown desk because it helps eliminate typing fatigue . . . reduces eye strain, permits the most comfortable typing position.

Write today for full details and prices. Available in several sizes and finishes.

Just off the press: Crown's School Equipment catalog. Address Dept. A.

*How long
must I put up with
this noise?*



*Until you put up a
FIBRETONE*
Acoustical Ceiling!*



**Make your school a more quiet and pleasant place
in which to work . . . cut down distracting noise . . .
with Johns-Manville Fibretone Acoustical Ceilings.**

• Because distracting noise can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

J-M Fibretone offers an acoustical ceiling which is highly efficient, yet low in cost. Each 12" square panel of sound-absorbing material has hundreds of small holes that act as "noise traps" where sound energy is dissipated.

Fibretone Panels are predecorated, can be painted and repainted without loss of efficiency. And now, you can get Fibretone with a flame-resistant finish to meet the requirements of Federal Specification 55A-118a.

Other Johns-Manville Acoustical Ceilings include Permacoustic*, a textured, noncombustible tile with great architectural appeal; Transite*, panels made of fireproof asbestos; and Sanacoustic*, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. BW, New York 16, N.Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U.S. Pat. Off.



Johns-Manville

Moveable Walls—Terraflex and Asphalt Tile Floors—Corrugated Transite*—Flexstone* Built-Up Roofs—Etc.



Sure!
Maintenance Men
 are
HARD TO
GET ...

*That's why
 I depend on*

HILLYARD MAINTAINEER SERVICE

Why "buck" the problem when you can relax with easy-going Hillyard Floor Care. Simplified Hillyard Care substitutes "know-how" for brawn . . . easier methods save man hours of work . . . specialized chemical products perform with "behind-the-ears" thoroughness. . . . when I need help—Hillyard sends along a trained floor expert to lend a hand on the job . . . his straight-from-the-shoulder advice doesn't cost me a cent.

YOU CAN'T BEAT SERVICE LIKE THAT
any day in the week—particularly NOW when good maintenance men are so hard to find.

★ Talk over your maintenance program with a Hillyard Maintaineer today. Get the benefit of his years of specialized experience. Learn the Hillyard way to maximum maintenance with a minimum crew . . . and *reduce those costs as much as 50%.* Write for Free Hillyard Help. Dept. C-11.

*"on your staff
 not your payroll!"*



St. Joseph,
 Missouri
 Branches in
 Principal Cities



**Simplifies Administration
 Stimulates Learning**



Rauland Centralized S81 Radio-Sound System

**Complete Program Facilities for Maximum
 Teaching and Administrative Benefits**

The new RAULAND S81 Centralized Sound System provides complete program facilities (Radio, Phonograph, Microphone and Intercommunication) to serve the modern school. Here is the means for effective administrative control of your entire school plant from a single, central point. Permits instant communication with any or all classrooms; provides emergency paging and call (for fire drills, accidents, etc.). Unsurpassed as an educational aid, the S81 provides selected FM and AM radio broadcasts for instructive purposes; plays and distributes recordings and transcriptions; makes possible broadcasts of school dramatic programs and activities; serves effectively as an aid for specialized instruction in musical appreciation, languages, and dramatics. Versatile in performance, dependably proved in operation, the RAULAND S81 Centralized Sound System is priced within the budget of the average school. *Underwriters' Approved.*

Make sure your Sound System will have these features . . . :

- **DUAL CHANNEL FACILITIES.** One Channel permits distribution of radio, phonograph or microphone programs to any selected room or to all rooms, while second Channel simultaneously permits intercommunication with any room as desired.
- **FM-AM Radio.** Covers AM (Standard Broadcast), and full FM band (including civic educational frequencies).
- **Three-Speed Phonograph.** Plays records of ALL speeds and sizes, including 16-inch educational transcriptions.
- **Permits distribution of microphone program** from any desired location, as well as from central control cabinet.
- **Powerful paging coverage.** Has Emergency Call feature.
- **Economical installation—uses** new balance line wiring to speakers; no wire shielding is required.

The RAULAND S81 System is designed to remain modern for years. It offers unusual flexibility, superb tone quality and trouble-free dependability. Let us show you, without obligation, how RAULAND Centralized Sound can benefit your school. Write us today for complete details.

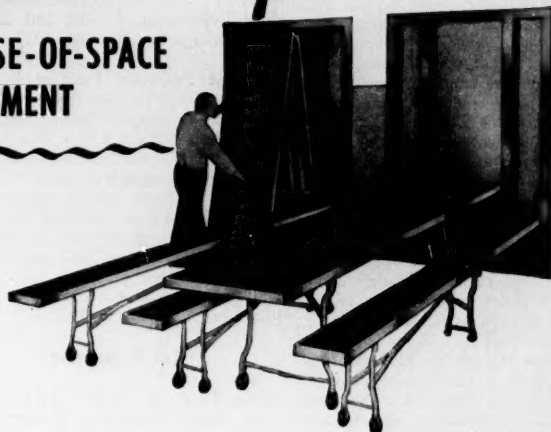
RAULAND-BORG CORPORATION
 3523-N ADDISON ST., CHICAGO 18, ILLINOIS

Rauland
 SOUND • INTERCOMMUNICATION

In-wall

MULTIPLE-USE-OF-SPACE EQUIPMENT

NOW
AVAILABLE IN
2 TABLE HEIGHTS
25" AND 30"



do magic after one easy lesson!

Now you see an activities room — a gym — an auditorium — then

tables and benches roll from the wall on mark-proof

rubber casters in units that seat 20 students each — one unit

every 47 seconds. In-Wall space saving equipment

for new and existing buildings is the very logical answer

to high construction costs and increased enrollments.



Write for
our catalog.

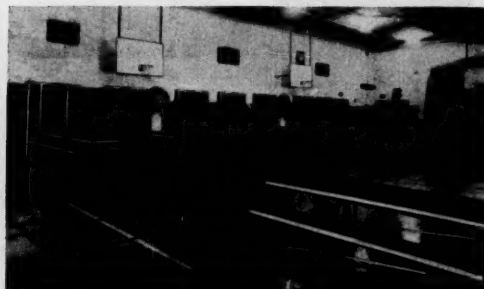
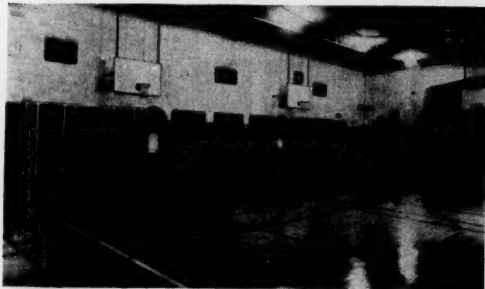
SCHIEBER MANUFACTURING CO.
12726 Bert Road
DETROIT 23, MICHIGAN

In Canada

LA SALLE RECREATIONS, LTD.
948 Granville Street
VANCOUVER, B. C.



ACTIVITIES AREA TO LUNCHROOM FOR 200 IN 8 MINUTES



What's New ...

Methods Manuals

"Facts About Floor Safety" is the title of a new booklet designed to help make floors as safe as possible. Published by S. C. Johnson & Son, Inc., Racine, Wis., the 20 page booklet describes the recommended finishing techniques and routine maintenance methods for asphalt and rubber tile, linoleum, wood, concrete and terrazzo flooring and gives practical floor care hints on cleaning, polishing, touching up and refinishing. The booklet was compiled after exhaustive tests in the Johnson Research Laboratories and was developed in cooperation with major casualty insurance companies interested in the elimination of unsafe floor maintenance practices. (Key No. 790)

A 32 page manual giving helpful information required in the selection and application of radiation heating equipment for steam or hot water systems has been prepared by C. A. Dunham Co., 400 W. Madison St., Chicago 6. Entitled **Application Manual No. 1295**, the booklet is a guide for specifying and installing Convactor, Baseboard and Fin-Vector Radiation. Procedure for selecting radiation is graphically illustrated with sample capacity tables. Diagrammatic sketches plus engineering data show how to rough in piping for a typical baseboard installation. (Key No. 791)

A new booklet has been prepared by Jean Lesparre, directing chef of the Armour and Company research kitchens, on the subject of deep fat frying. Entitled **"Helpful Hints for Better Deep Fat Frying,"** the booklet tells how to prepare frying batters and includes a frying time and temperature chart for various foods. The booklet is available from the Hotel Department, Armour and Company, Chicago 9. (Key No. 792)

Opaque Projection Practices is the title of a new publication which is being published by Charles Beseler Co., 60 Badger Ave., Newark 8, N. J. The bulletin will be published periodically and is designed to serve as a medium for the exchange of ideas relating to specific uses of the opaque projector. Articles will be contributed by members of the teaching profession. The publication will contain four pages per issue and will be sent without charge on request to the editor. (Key No. 793)

Film Releases

"How To Catch a Cold," 16 mm., 10 min., sound, Technicolor, produced by Walt Disney Productions, sponsored by Kleenex, around the theme that it takes common sense to fight the common cold. The film was developed under the guidance of leading medical and educational

authorities to teach the basic elements of preventing the spread of colds and the proper procedure once a cold develops. **Association Films, Inc., Dept. NS, 35 W. 45th St., New York 19.** (Key No. 794)

"The Clouds Above," primary science film, 16 mm., sound, color or black and white. "Postal Service: Letters," and "Postal Service: Parcel Post," primary social studies films, 16 mm., sound, color or black and white. "The Importance of Water," upper elementary and junior high school science film, 16 mm., sound, color or black and white. **Bailey Films, Inc., Dept. NS, 6509 DeLongpre Ave., Hollywood 28, Calif.** (Key No. 795)

New Elementary Library No. 11, 40 full color filmstrips in six sets: Medieval Life, Medieval Heritage, Animal Homes, Animal Protection, Classroom Crafts and Stories About Pets. **Curriculum Films, Inc., Dept. NS, 10 E. 40th St., New York 17.** (Key No. 796)

"The Fox and the Rooster," based on Aesop Fable, for primary grades. **Encyclopaedia Britannica Films, Inc., Dept. NS, Wilmette, Ill.** (Key No. 797)

"The Minnesota Story," sound slide film for those interested in the use of audio-visual materials, illustrating the organization structure and functions under-

(Continued on page 176)

HERE'S

BUDGET-WISE DARKENING!



You'll be surprised at how many classrooms one set of Portable Pakfolds will darken! They're custom-built to fit any window size or style . . . easily folded, rolled and packed for clean storage or moving . . . made of close-woven, vat-dyed cloth that won't pin-hole, crack or curl. Thousands of schools find Pakfolds serve best . . . cost far less!

THEY'RE PORTABLE!

L. O. Draper Shade Co.
Spiceland, Indiana P. O. Box 3111
Please send the complete Pakfold story and cloth sample.

Name _____
School _____
City _____ State _____

MAIL COUPON TODAY →

L. O. Draper Shade Co.
Spiceland, Indiana

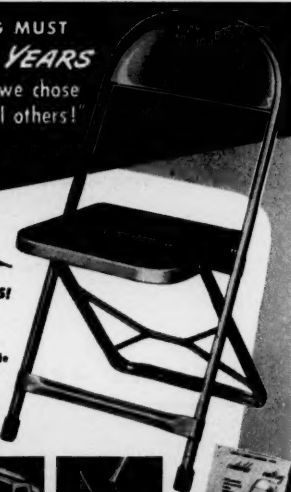
"OUR SEATING MUST
LAST FOR YEARS

... that's why we chose
Krueger over all others!"



LOOK AT THESE FEATURES!

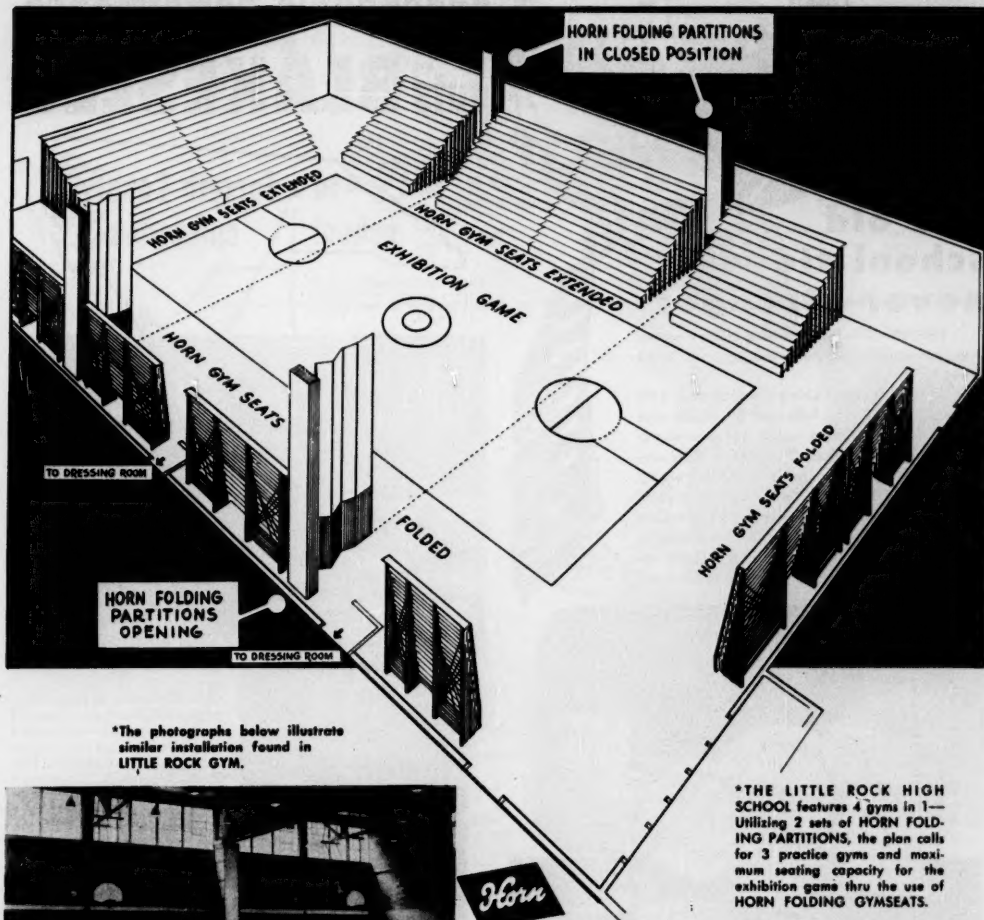
- Double-beaded channel steel frame
- Correct posture seat, backrest
- Positive acting seat guide
- Rigid leg stretchers
- Rolled seat edges
- Extra strong seat brace
- Steel gliders or white rubber feet
- Joining and ganging features



Exclusive Krueger features include: 1—Positive acting seat locks which insure against collapsing or frame spreading. 2—Superior, sturdy rigid heavy gauge channel frames. 3—Transverse V-brace folding pivot within channel for double support — prevents binding or sticking.

Write for descriptive literature of complete line.

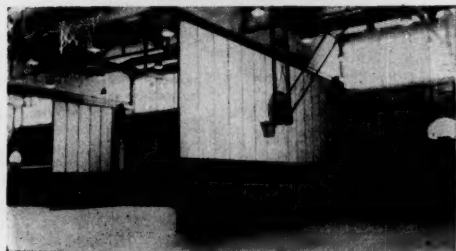
KRUEGER
METAL PRODUCTS • GREEN BAY • WIS.



*The photographs below illustrate similar installation found in LITTLE ROCK GYM.



HORN PARTITIONS CLOSED AND SEATS EXTENDED



HORN GYMSEATS FOLDED AND PARTITIONS OPEN

FOLDING GYMSEATS AND PARTITIONS

Designed for maximum utility! Efficient—Compact—Dependable—HORN FOLDING GYMSEATS AND HORN FOLDING PARTITIONS are "custom built" and FACTORY INSTALLED to meet your requirements. HORN, since 1909, have specialized in gymnasium design and offers a complete service to you! Write today for complete data. . . . Large or small, new or old, there is a HORN PLAN for your Gymnasium. HORN SALES REPRESENTATIVES ARE LOCATED IN PRINCIPAL CITIES FROM COAST TO COAST.

HORN BROTHERS COMPANY

Division of Horn Industries

FORT DODGE, IOWA

ESTABLISHED 1909

HORN, WORLD'S LARGEST MANUFACTURERS OF FOLDING PARTITIONS, FOLDING GYMSEATS AND FOLDING STAGES



The old school tie was never stronger

BEFORE—Bills for shattered china had the principal and the cafeteria manager on frigid terms.

AFTER—Broken tableware replaced with lustrous KYS-ITE . . . followed by smiles and perfect accord. Costs dropped like a plummet because Kys-ite is actually tougher than students. It's virtually indestructible, won't shatter, hard to mar or scratch. And Kys-ite is light . . . takes the fatigue out of handling and cleaning. Try it. Order a few items to satisfy yourself—then, as china breaks replace it inexpensively with Kys-ite tableware.



Smart operators choose KYS-ITE

1. Cleans easily . . . can be sterilized in boiling water without harm.
2. Strong and light . . . speeds service . . . stacks well.
3. Virtually eliminates breakage . . . and clutter.
4. Customers like it. Attractive color (KYS SERVING TRAYS come in red and brown—KYS-ITE TABLEWARE in attractive maple), graceful design, lustrous finish.



FIBRE SALES CORPORATION

Dept. O-11, 420 Lexington Ave., New York 17, N. Y.

Please send us information on

KYS-ITE Tableware ☐ KYS-ITE Trays ☐

NAME _____

TITLE _____

NAME OF SCHOOL _____

ADDRESS _____

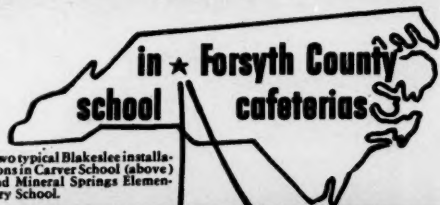
CITY _____

ZONE _____

STATE _____

MY WHOLESALE IS _____

dependable performance puts **BLAKESLEE**



Two typical Blakeslee installations in Carver School (above) and Mineral Springs Elementary School.

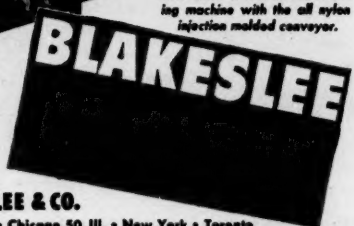


The Blakeslee installations pictured here are two of many in use throughout the school cafeterias in Forsyth County, North Carolina. Mr. R. K. Whitehill, Supervisor of the Forsyth County School Cafeterias states, "We are extremely gratified with the savings effected by the Blakeslee equipment installed in our school cafeterias." Such extensive use of Blakeslee-Built Kitchen machines is an active endorsement of Blakeslee quality and performance.



Above: The sensational new 84PT Blakeslee dishwashing machine with the all nylon injection molded conveyor.

Write for full information to learn how you can profit with Blakeslee equipment.



G. S. BLAKESLEE & CO.

1844 S. 52nd Ave. • Chicago 50, Ill. • New York • Toronto

Your Heinz Man Says "You Be The Judge"



... He Lets You Taste Before You Buy

YOUR HEINZ MAN invites you to *sample* any Heinz variety before you buy it—so you can prove to yourself that Heinz leads in quality!

- Finer Heinz foods sell for no more than many other quality brands, give you low cost per serving, accurate cost-and-profit control and help

eliminate expensive leftovers. What's more, Heinz varieties require no time-wasting preparation!

- Next time your Heinz Man calls, taste before you buy. You'll see why high-quality Heinz varieties are the first choice of successful restaurant operators everywhere!



Ask Your HEINZ Man About

HEINZ 57 VARIETIES

YOU KNOW THEY'RE GOOD BECAUSE THEY'RE HEINZ!

What's New ...

taken by the Minnesota Community Councils. Film Council of America, Dept. NS, 57 E. Jackson Blvd., Chicago 4. (Key No. 798)

"Advertising—A Force in Modern Day Living," 35 frame filmstrip, black and white, with guide, for use in social studies in junior and senior high schools. Key Productions, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 799)

Band Technique Films: "Band Attention," "The Band on the March," "Military Maneuvers," "Maneuvers for Field and Street," and "The Drum Major," "Baton Twirling" and "Baton Directing," all 16 mm., sound, black and white or color, each approximately 10 min. Released by newly organized Ostwald Band Films, Dept. NS, Ostwald Bldg., Staten Island 1, N. Y. (Key No. 800)

"Other People's Property" and "The Outsider," each 1 reel, under the series title "Discussion Problems in Group Living," aimed at Grade 5-9 level, for use in guidance, mental health and human relations. "Better Study Habits Series," six full color filmstrips, about 45 frames each, on Improve Your Reading, Improve Your Spelling, Improve Your Handwriting, Improve Your Vocabulary, Improve Your Punctuation and Improve Your Study Habits. Young

America Films, Inc., Dept. NS, 18 E. 41st St., New York 17. (Key No. 801)

Suppliers' News

Holophane Company, Inc., 342 Madison Ave., New York 17, announces the inclusion of an unusual lecture hall in its newly enlarged executive offices. Forming an integral part of the company's research program, the lecture hall is a Light and Vision Institute containing a giant control board divided into a series of compartments, each showing a specific example of redirecting light through prismatic control. Advanced research in lighting application is demonstrated by Illumineering, the engineering use of color, how much light to use and how to obtain visual comfort.

Masco Electronic Sales Corp., is the name of the organization which will sell MASCO sound and electronic equipment manufactured by Mark Simpson Mfg. Co., Inc., 32-28 49th St., Long Island City 3, N. Y. There will be no change in the name of the manufacturing company but sales will be handled by the Masco Electronics Sales Corp. at the company address.

Mercury Record Corp., Room 1500, 1475 Broadway, New York 18, announces the foundation of Mercury Record Corpora-

tion Educational Service. The aim of the new service is to give educational institutions a well rounded library of recordings suited to the needs of teachers and librarians. To produce a well rounded catalog, Mercury Record Corporation has taken over the distribution of all of the Sound Book Press Society's production which will now be produced as Mercury Sound Book Library recordings. This includes the new line of recordings based on the material found in the Childcraft series of books.

The Powers Regulator Company, manufacturers of automatic temperature and humidity controls, announces removal of its general offices and factory from 2720 Greenview Ave., Chicago, to a new modern plant at 3400 Oakton St., Skokie, Ill.

The United Nations Department of Public Information announces that because of the increasing number of requests for filmstrips on various aspects of United Nations work and accomplishments, it has become necessary to make them available, at a nominal charge, through a company organized for such distribution. As a result, the Text-Film Department of the McGraw-Hill Book Co., 330 W. 42nd St., New York 18, has been appointed as agent for the distribution of United Nations filmstrips in the United States and Canada.

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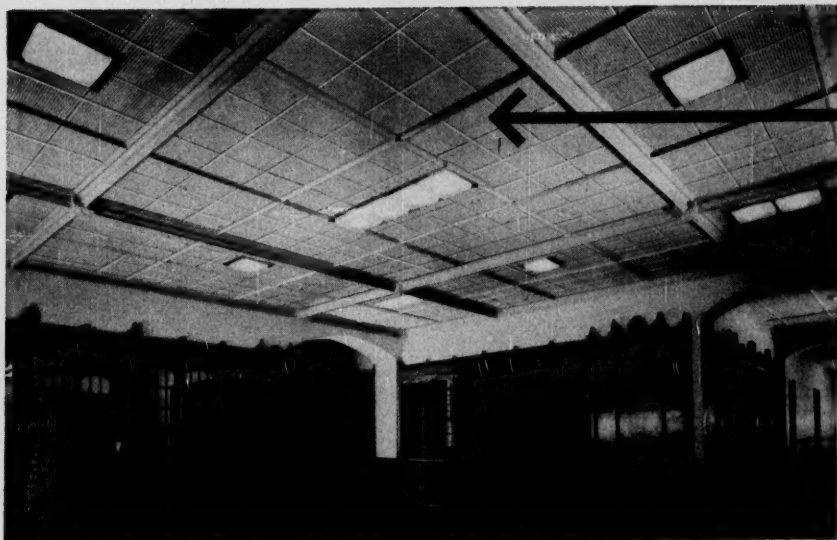
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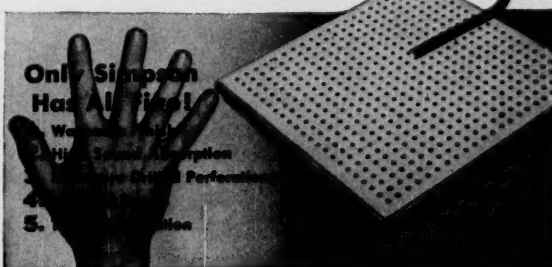
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